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ABSTRACT

Provided are the proceedings of "With Bias toward None," a national planning conference on nonbiased assessment of handicapped children. Major sections of the document cover the following: the filmstrip introduction, general session presentations, clinic sessions handouts, issues generated at the conference, assessment models and implementation plans, and the conference directory. Included are brief presentations with the following titles and authors: "Discrimination in Special Education" (S. Martin), "Cultural and Academic Stress Imposed on Afro-Americans--Implications for Educational Change" (W. Parker), "A System of Multicultural Pluralistic Assessment" (J. Mercer), "Issues Related to the Assessment of Black Children--Summary of Clinic Session" (W. Parker), "Some Observations on Nondiscriminatory Assessment" (J. Ysseldyke), "Regional Resource Centers" (J. Tucker), "Legalistic Precedents" (T. Oakland), "Bureau of Education for the Handicapped" (G. Boyd), "Conference Planning--In-service Training through Short-Term Conferences" (R. MacIntyre), "Issues Related to Assessment of Chicano Children" (E. Bernal), and "Issues Related to Assessment of Asian-American Children" (T. Hisama). Also provided are sample task sheets and a paper on educational decision making--a group simulation activity which examines educational responsibility and placement. (SBH)

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Proceedings

with bias toward none

a national planning conference on nondiscriminatory assessment for handicapped children

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Regional resource center (RRC) directors and their staffs—particularly members of the CORRC/RRC training committee and others who served as team facilitators

Fred Brand, Media Specialist, Mid-East Regional Resource Center, for photos.

To those mentioned immediately above, and to all the others not mentioned but who contributed, is extended warm and sincere appreciation on behalf of the many youngsters who should be the ultimate benefactors of their efforts.

BORIS BOGATZ
Conference Director

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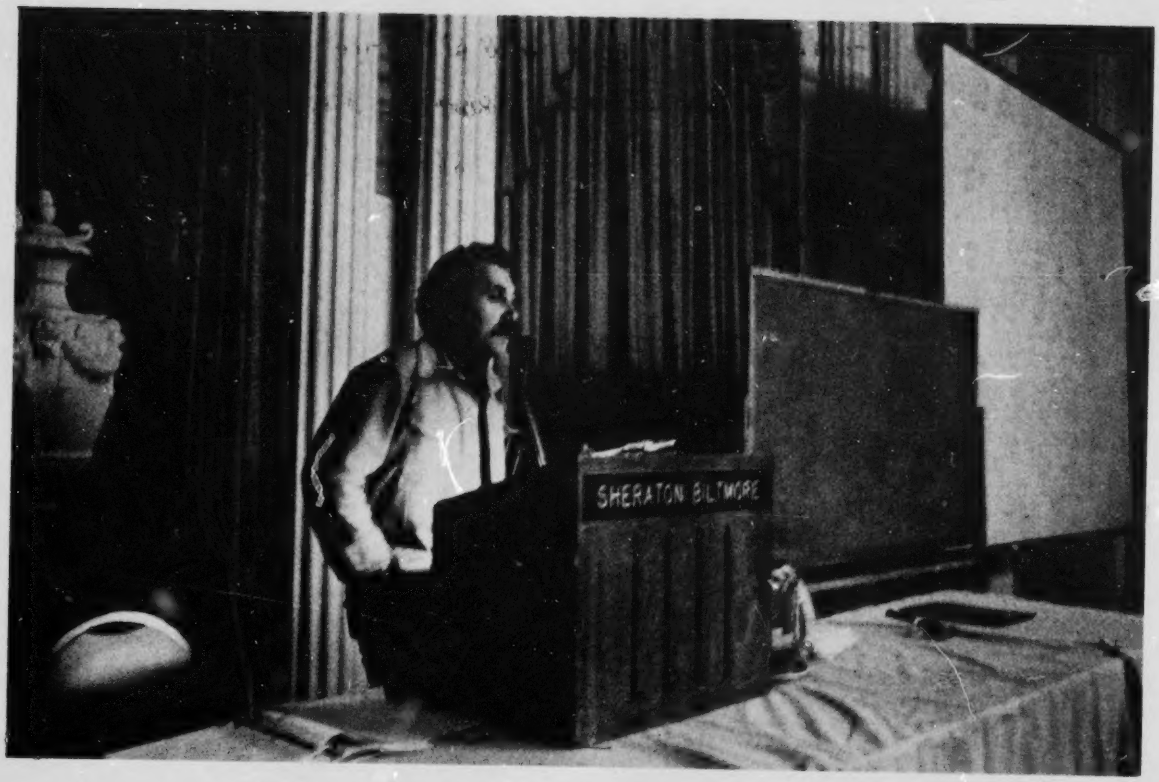

SHERATON BILTMORE

. . . conference activities were structured so that teams would develop their own version of an assessment model and a follow-up plan of training.

1.

Introduction

This document contains the proceedings of "With Bias toward None," a national planning conference on nonbiased assessment of handicapped children held in Atlanta in January 18-21, 1976. The conference was conceptualized and implemented by the Coordinating Office of Regional Resource Centers (CORRC) and the Regional Resource Centers (RRCs) in behalf of states whose responsibility it is to utilize procedures which assure nonbiased assessment with respect to race, culture, ethnicity, and socioeconomic status.

The RRC network, consisting of 13 regional centers and CORRC, the national coordinating office, is responsible for assisting states in their efforts at providing exemplary diagnostic and prescriptive services to handicapped children. The relationship between an RRC and its constituent state(s) differs markedly from state to state and region to region, depending on such variables as the specific needs of the state; the resources available to the RRC; the nature of the region, i.e., single versus multistate; and so on. All RRCs, however, address a common workscope, developing from federal legislation and emphasizing diagnostic and prescriptive services for handicapped children.

Because of the common workscope, certain issues are of concern to all RRCs and to all states. The passage of P.L. 93-380 (and now P.L. 94-142) created a situation in which all states need to respond to a set of very specific compliance provisions. Some of these requirements (specifically diagnosis and assessment of handicapped children) were very much within the parameters of RRC support capacity.

CORRC and the RRC directors agreed that those issues within P.L. 93-380 which were of significant concern to their constituent states were as follows:

1. full service
2. nonbiased assessment
3. due process
4. individualized programming
5. least restrictive environment
6. confidentiality of data
7. child identification.

With these as potential issues for consideration, the question became: Would any one of these issues be of such concern to most states that a national conference on that issue might be appropriate? To find out, a survey of state education agencies (SEAs) was conducted by CORRC and the National Association of State Directors of Special Education (NASDSE).

Results of the survey showed a preference on the part of state directors of special education for a national conference which

1. addressed nondiscriminatory assessment as a content issue and
2. provided awareness, training, and follow-up possibilities.

Having determined that nondiscriminatory assessment was the major issue, CORRC returned to the RRC directors for further input and clarification on the nature of a national conference which would best meet their needs and the needs of their states. The essence of their input is as follows.

1. The conference must be a training effort utilizing a multiplier-effect training model.
2. Participants should be able to replicate at their state or regional level the conference with no additional training on their part.
3. All materials, products, and training aids developed for the conference should be 100 percent transportable back to the participants' regions.
4. Participants should be selected by the 13 regional resource centers and placed on teams, each of which should be committed to follow-up training in its home state or region.

Based on this input from RRCs and SEAs, the following objectives were decided upon for the national conference:

1. to increase awareness in the area of nondiscriminatory assessment
2. to develop tentative models of nondiscriminatory assessment
3. to plan follow-up training activities.

Further, a decision was made to develop a resource manual on nondiscriminatory assessment, a document which served as the major vehicle for content input to the conference. All participants who preregistered for the conference received the manual at least two weeks prior to arriving in Atlanta or were able to pick up a copy during the conference registration so that they might be thoroughly familiar with its contents.

The conference itself was designed as a model set of procedures which the teams could transport back to their home states. All presentations, clinic sessions, and other conference activities were supported by handouts and other documents which were provided to participants. All training aides, for example, simulation activities and task sheets, were produced in a manner consistent with the goal of transportability; that is, complete sets of conference documents were available for all participants who requested them.

The conference was designed in a manner to assure that more than a sufficient number of activities and resources would be available for the conference participants. This was done to accommodate individual team needs and the varying types of resources the teams might need to replicate the training model in their own regions. It was never anticipated that all teams, or for that matter any one team, would elect to use the full array of products and procedures presented in Atlanta. Participants were therefore provided with order forms with which they could request copies of those items which they intended to use in their follow-up training. Further, conference activities were structured so that teams would develop their own versions of assessment models and plans of subsequent training. Examples of assessment models and training plans are included in section 5 of this document.

The proceedings included in this document follow as clearly as possible the actual activities at the conference. Major sections are as follows:

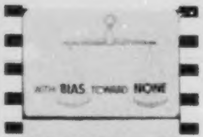
1. filmstrip introduction
2. general session presentations
3. clinic sessions handouts
4. issues generated at the conference
5. assessment models and implementation plans
6. conference directory.

BORIS E. BOGATZ
Conference Director
Associate Director, CORRC

2.

with bias toward none

This filmstrip and audio-tape was presented to the opening general session of the conference. Copies of the film and tape are available from CORRC.



We have always tried to assess our students. We have tested . . .

. . . graded, evaluated and examined.

We've used a variety of ways to look for special abilities . . .

. . . and disabilities; to see where children should start . . .

. . . to see how much they've learned, and what they should learn next . . .

. . . and to decide when they've finished with our educational programs.

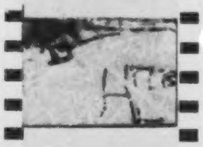
In special education, we have tested children in order to place them in programs . . .

. . . and in order to plan programs.

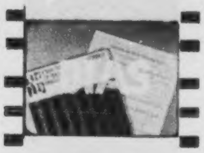
We have tried to make finer and finer discriminations between students.

In looking for these individual differences, we have had to assume that most children had the same opportunities for learning . . .

. . . even though we knew that some children came from different language backgrounds . . .



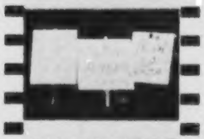
. . . different economic backgrounds and different cultural backgrounds.



We have knowledge that many of our tests give biased scores when used with these children . . .

. . . and even our traditional individual tests are not free from bias.

In fact, none of the tests we typically have used can be considered free of bias when used with all types of children.

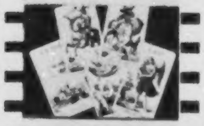


Community groups have been reminding us of this, by direct action . . .

. . . and through legal action in the courts and in the legislature.

We can no longer tolerate the use of assessment procedures which unfairly discriminate among children on the basis of ethnic, recial, national or economic background.

Does this mean we must throw out all of our past assessment procedures?



Do we have to abandon assessment or fall back on unproven means?

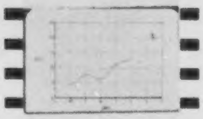
Or can we, as educators, develop assessment procedures which can work now without bias?

The task is not easy and calls for our best thinking . . .

. . . and all the help and insight we can get.

Our placement procedures will have to take into account differences in family background . . .

. . . but for program planning we need to know exactly what a child can do, regardless of background.



To assess progress, we need specific information on individual growth from day to day . . .

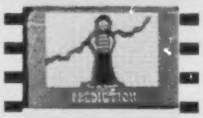
. . . and to predict the potential progress of a child we need to consider all aspects of his life, including the experiences and attitudes of his family.

Probably no single instrument or procedure will perform all the functions of:

—Placement of children,

—planning of individual programs,

—progress recording,



—and prediction of future progress.

Instead we will have to be flexible and varied in the procedures we use with special education children.

The task is yours, the need is great, the time is now . . .

. . . in order to assess them —
WITH BIAS TOWARD NONE

. . . interim solutions achieved during and as a result of the conference were considered to be well within the scope of realistic expectations.

3.

Major Presentations

General Sessions
Introduction

The purpose of the general session presentations was to emphasize the nature and extent of problems associated with assessment of minority group children. Several parameters of special-child assessment were presented from the perspectives of acknowledged experts from the field of nondiscriminatory assessment. Conference participants were given the charge of examining those assessment variables, which are or may be culturally or racially biased, and to seek answers which could be employed in resolution of these identified problem areas. That a final solution to those concerns would emerge from the conference was not suggested, but interim solutions achieved during and as a result of the conference were considered to be well within the scope of realistic expectations.

Ms. Sharyn Martin set the stage by opening the session with a presentation of statistical findings related to placement of minority group children into classes for the handicapped. Citing Title VI of the Civil Rights Act of 1964 and section 613 of P.L. 93-380, she identified practices which appeared to result in highly disproportionate placement of minority group youngsters in special education classes. The responsibility for compliance with the legislation, she stated, rests with school districts.

"Cultural and Academic Stress Imposed on Afro-Americans: Implications for Educational Change" is the title of the keynote address by Dr. William Parker, who states that "education remains the primary lever by which the social situation in the country can be controlled and changed." What we need fully to be aware of, he continues, is "to consider the importance of deep-seated cultural and hence social differences that characterize black youngsters in our attempt to educate, counsel, and assess them."

Dr. Jane Mercer presented and discussed methods of assessing minority children. Her topic was a "System of Multicultural Pluralistic Assessment (SOMPA)", which was designed for assessing current levels of functioning and potentials of children from English-speaking Caucasian, Chicano/Latino, and black cultural backgrounds. It does not discriminate on the basis of race or cultural heritage.

. . . our experiences at the Office for Civil Rights have revealed a number of common practices which have the effect of changing equality of opportunity on the basis of race, color, and national origin.

Discrimination in Special Education

Sharyn Martin

Office for Civil Rights

An analysis of the 1973 elementary and secondary school survey conducted by the Office for Civil Rights shows that minority students are placed in special education settings at a much higher rate than nonminority children. In 1973, the first year the survey was conducted, an attempt was made to collect figures indicating the number of special education classes in the nation by the type of handicapped pupils served. The handicapping categories for which data were collected were *educable mentally retarded* (EMR); *trainable mentally retarded* (TMR); *special disabilities*; and *other special education.*

Educable mentally retarded and trainable mentally retarded, I think it is safe to say, mean about the same to most of us definitionally. EMR classes are for the mildly and moderately mentally retarded, those pupils with IQ scores below 75 or 80 but above 50. They represented 39 percent of the total special education programs surveyed. TMR classes are for those pupils with more pronounced retardation—IQ scores below 50. These classes represented 5.6 percent of all special education programs surveyed. In the special disabilities programs category we asked districts to report those children with physical handicaps including the blind, deaf, speech impaired, or orthopedically handicapped, as well as those students with specific learning disabilities. This category of pupils represented 26 percent of the total special education programs surveyed. Other special education programs included those pupils who were considered severely emotionally disturbed, socially maladjusted, or slow to learn; these programs represented about 29 percent of the special education programs surveyed. The Office of Civil Rights is aware of the imprecision of these categories and is currently working to develop ones which will be better understood in context of the 1976 survey.

Nevertheless, we were able to reach some fairly solid conclusions about the representation of black, Spanish-surnamed, Asian-American, and American Indian children in special education programs. The survey examined 2,908 school systems. Systems were included if they were desegregated under a voluntary plan filed with the Department of Health, Education, and Welfare (HEW), in litigation over a desegregation plan, or under a federal court order to desegregate. Also included were all systems with a minority enrollment of more than 10 percent. The survey excluded school districts in Hawaii, Maine, New Hampshire, and Vermont. The districts included in the survey represent 47.3 percent of the nation's school age population.

In general, it was found that minority rates of participation for the EMR and other special education programs were much higher than that of nonminority participation in all regions of the country. For TMR programs, minority participation was higher in the South and West. However, minority students participated in special disabilities programs at a lower rate than nonminority students throughout the country, particularly in the Northeast and West.

Minority children participate in EMR programs at a rate that is 62 percent higher than would be normally expected. Their participation in TMR programs was 20 percent higher and in other special education 34 percent higher. Thus for total special education, the rate of minority representation was 35 percent higher than would normally be expected.

Looking more closely at specific geographic areas of the country, we find that the Northeast shows somewhat smaller overrepresentation of minority children in special education when compared to national data. In this region, the rate of overrepresentation for the total special education population is only 22 percent higher than would be expected. However, it is important to look at the distribution of participation in four of the categories. In EMR, minorities participate at a rate which is 31 percent higher than the rate expected if race did not affect participation, while the rate for TMR is only 2 percent higher. For other special education, the rate is 39.7 percent higher, but the rate for participation in special disabilities is low by 9 percent.

In the Midwest, overrepresentation of minority students in special education is similar to that in the Northeast, about 24 percent higher for the total special education population, but participation in each of the specific programs varies considerably. The rate of participation for minority students in EMR programs is almost 47 percent higher than the rate expected if race has no effect on participation, but for TMR programs it is more than 11 percent below that expected. In the TMR category, there seems to be a definite tendency to identify fewer minority children as severely handicapped by retardation. The overrepresentation in the other special education programs is 12 percent, while there is no overrepresentation or underrepresentation in the special disabilities programs.

The South presents still another pattern of racial participation. Minority children are involved in special education at a rate which is almost 50 percent more than would be expected; three of the four program categories show large deviations from expected proportional representation. Minority children are in EMR programs at a rate 83 percent higher than their representation in the regular school population. TMR and other special education programs show rates of 41 percent and 48 percent higher representation respectively, while in the special disabilities category the rate of minority participation approximates the proportion of such children in the regular school population.

The West, as a region, shows the least racial disparity between the general school-aged population and those students in special education. Participation in all programs is only 12.7 percent more than would be expected. Nevertheless there are sizable discrepancies in both programs for the retarded, 47 percent minority overrepresentation for EMRs and 20.5 percent for TMRs. In the other special education and specific disability programs there are slight underrepresentations of 3.9 percent and 6.6 percent respectively.

Thus, we see that although districts included in the survey had a minority enrollment of only 37 percent, EMR programs across the nation were 61 percent minority; TMR, 45 percent minority; other special education, 50 percent minority; and specific disabilities, 36.9 percent minority. Why does this overrepresentation of minority students in special education programs occur? Our experiences at the Office for Civil Rights have revealed a number of common practices which have had the effect of denying equality of opportunity on the basis of race, color, and national origin in the assignment of children to special education programs. One of the greatest problem areas has been that of child assessment. Often testing and evaluation materials and procedures used for minority children considered for placement in special education programs are inappropriate. They fail to consider racial, ethnic, cultural, or linguistic differences. Examiners and others involved in the evaluation processes are also quite often found to be insensitive to these differences. Our primary reliance is placed on the results of the individual intelligence test in making decisions about placement in programs for the retarded. Factors in the learning process, other than intellectual development, such as sensory-motor abilities and physical and sociocultural development as well as adaptive behavior, are almost always ignored.

Because of the magnitude of the problem of discrimination in special education, the Office for Civil Rights in August 1975 issued a memorandum to all chief state school officers and local school district superintendents on "Identification of Discrimination in the Assignment of Children to Special Education Programs." In that memorandum several possible violations of Title VI of the Civil Rights Act of 1964, which requires that there be no discrimination on the basis of race, color, or national origin in the operation of any programs benefiting from federal financial assistance, were outlined. At that time school districts were requested to review their policies and procedures with respect to assignment of minority students to special education programs.

Being here today with so many concerned professionals seeking ways to develop nondiscriminatory assessment procedures for the handicapped is certainly gratifying. I hope this will be just the beginning of a continuing cooperative effort between the regional resource centers (RRCs), Bureau of Education for the Handicapped (BEH), State Education Agencies (SEAs), Local Education Agencies (LEAs), and OCR to work together to solve this problem. After all, we all represent agencies whose goal is to help children.

. . . she be gone! When will she be back? I done told ya!!!

(This citation is taken from Dr. Parker's oral presentation and will not be found in the following paper.)

Cultural and Academic Stress Imposed on Afro-Americans: Implications for Educational Change

William C. Parker
Educational Testing Service

The purpose of this presentation is to make it reasonably clear to its participants that there is a need to consider the importance of deep-seated cultural and hence social differences that characterize Black youngsters in our attempt to educate, counsel, and assess them. For some time now a variety of efforts have been directed toward the amelioration of problems which are ostensibly a function of certain social disadvantages suffered by Blacks throughout their experience in America. Research efforts of a bewildering variety have been designed and implemented to discover if the apparent poor performance of Blacks as a group on various measures of intellectual and academic ability is a function of inferior genetics or of inferior social status.

Donald Henderson (1972) contends that few, if any, of the programmatic efforts based on researchers' findings have resulted in sustained and substantial increments in the educational performances of Blacks over time. The major shortcomings of attempts to educate and evaluate Black youngsters have been the inability or unwillingness (for whatever reason) of professionals to come to grips with deep-seated differences between Black and white youngsters; these disparities spring from cultural forms and imperatives of the Black community which are in some instances slightly different and in other instances profoundly different from those of the white American community. The contention is that such things as Black culture and the Black experience exist and have historical perspectives that extend to Africa and contemporary importances that influence the lives of almost all Black people in America. It is further asserted that the influences of Black culture render Blacks proficiently different from whites in very important ways and that such profound differences must be considered in any attempt to educate, counsel, assess, or evaluate Black youngsters.

Sociologists contend that the legitimacy of a culture is based on 11 criteria, namely:

1. *History*: Does a cultural history exist?
2. *Life-styles*: Is there a life-style?
3. *Society within the culture*: What is the importance of "the good" status? What is good? What is bad?
4. *Communications*: Is there a distinct and valid communications system within the culture?
5. *Work occupations*: Is there a relationship between worker and employer? Are there rewards for work?
6. *Sexism*: How are the sexes treated within the culture?
7. *Time*: How is the day organized? What does time mean?
8. *Child-rearing procedures*: What is proper upbringing? Who teaches whom? What is taught, academics or survival skills?
9. *Recreation*: How do people have a "good time"? What is the joking relationship? Offensive behavior vs. defensive behavior? Does the culture have an art form, music, drama?
10. *Protection*: How does the society within the culture protect its community? Its women, children, men?
11. *Materialism*: What is valuable? What are worthy materials?

Henderson (1971) further states that Black culture and the Black experience must begin with those Africans who were transported to the New World as slaves. Contrary to the assertions of E. Franklin Frazier and others, the social and cultural heritage of Africans was *not* destroyed and replaced by a pathological imitation of social and cultural practices.

Historically the basic foundations of the two cultures, white and Black, have always been diverse. (See Figure 1.) Europeans or persons with the western cultural backgrounds are offspring of a lettered culture, and Afro-Americans' roots lie in an oral culture.

The dominant culture of the western world has failed to assess the values and effects of the oral culture (orality). Orality demands different life-styles, thought processes, behavioral learning patterns, concepts of time, perceptions, morals, value systems, communications, and assessment procedures. As the European and the Afro-American trekked to an alien land (America), both brought with them specific and different cultural patterns, and in spite of the assumed amalgamation, these patterns have been nurtured separately.

Orality

The African cultures from which slaves were taken kept no written records. The fact that Sidran (1971) states that African culture has an oral rather than a literary or lettered base makes it possible to suggest a new method for examining the Afro-American experience as a continuum. If Afro-Americans managed to perpetuate their oral culture and extend its base into the greater American society, then we must admit that there exists a Black culture with its own social and value structures and mode of perceptual orientation capable of supporting such structure. Because the lettered culture and the oral culture have alternative views as to what constitutes relevant and practical information, they impose alternative modes of perception for gathering information. The western culture, it seems, stresses the elimination of perceptual information.

Oral cultures use *only* the spoken word and its oral derivatives. The sounds of speech are tied to the time continuum, and the hearer must accept them as they come; time is the current of the vocal stream.

To paraphrase McLuhan (1964), "the message is the medium." Oral man thus has a unique approach to the phenomenon of time in general; he is forced to behave in a spontaneous manner, to act and react simultaneously. As a consequence oral man is, at all times, emotionally involved in, as opposed to intellectually detached from, his environment through the acts of communication. This can be called the basic actionality of the oral personality. McLuhan (1964) has characterized this lack of intellectual detachment as contributing to a superior sense of community.

The advantage of the lettered orientation is well known to be the advance of modern technology and literature. The advantages of the oral mode become manifest in the ability to carry out improvised acts of a group nature. Sidran (1971) states that oral man makes decisions and acts upon them and communicates the results through an intuitive approach to a phenomenon. The lettered man's criteria of what constitutes legitimate behavior, perception, and communication often shut out that which constitutes a legitimate stimulus to the oral man. Sidran (1971) further states that in language, the African tradition aims at either circumlocutions or using as few words as possible to convey a message; tonal significance is thus carried into the communications process (consequently we have what lettered scholars have labeled Black English or the Black dialect or ghettoese).

Sidran (1971) further states that it is not surprising that the oral culture, being physically involved in communication, should rely on rhythmic communication. Rhythm can and does create and resolve physical tension. The perception of relieving tension is very close in feeling to the perception of pleasure; it is at best a positive sensation and at least a release from boredom.

In the oral culture as derived from Afro-American culture there is no distortion between the artist and the audience (antiphony, or call and response, which is the basic mode of interaction in the Black church).

Another general theory of an oral approach to time can be found in the examination of oral grammar. In Werning's (1968) research he discovered through the examination of West African grammars that "the African in traditional life is little concerned about the question of time." Time is merely a sequence of events taking place now or in the immediate future. What hasn't taken place or what will probably not occur within a very short time belongs to the category of *nontime*. But what will definitely happen or what fits into the rhythm of natural phenomena comes under the category of *potential time*.

Sidran (1971) contends that great cultural changes occurred in western civilization when it was found possible to identify time as something that happens between two fixed points. Time is only a European notion. The rhythm of the human body is human and will always be slightly different from although related to the metrical beat of time. Consequently Spegler (1958) may have been more than merely ingenious in identifying the post-Christian obsession with time, metrically exemplified in European music, with the decline of the West. Time in the western sense is a translation from motion through space. Time in the oral sense is a purer involvement with natural occurrences and perceptual phenomena. (An Afro-American phenomenon called Ethnopsychoconceptualism is the result of this. Black people do not listen to music; they *are* the music, artists do not sing to Afro-Americans: they sing *for* them. Blacks do not dance *to* music, they dance *the* music.) Thus, the time concept has affected the social situations of the oral culture. Rhythm provides an outlet for Black aggression and, as such, is their "cultural catharsis."

Fanon (1967) has suggested that rhythm is necessary in the Black experience. Rhythm is the expression of Black cultural ego, "inasmuch as it simultaneously accents and preserves the oral ontology or nature of being." Black music is a source of Black social organization; an idea must first be communicated before it can be acted upon. The process of communication is the process of communicating. Consequently it is predictable that Lawrence Welk, Guy Lombardo, Bach, Mozart, and Brahms will compose, orchestrate, and play music unlike that of James Brown, Quincy Jones, Ramsey Lewis, Aretha Franklin, and Manu Dibango.

Sidran (1971) reveals that the European concept of time is that space is a mathematical division of moments and therefore it is not precisely quantified. Time is an ambience in which all men live. Past, present, and future are wrapped up in one. Time is an aesthetic and a metaphysical concept, a felt experience. The African concept of time is not linear, it does not exist in a progression of moments. In this transaction time becomes a social, not mathematical, dimension. As one African told me, "time is a time of meaning, not a time of chronology or clock hours. What is important is how you feel at this moment."

The African concept of space is not a mathematical assessment of intervals between points. Space, too, is a felt, surrounding experience. Space is not cut up by dividing lines into length, height, and depth. The succession of area or volumes is irrelevant. Space in this sense is one dimensional (whole). In the African and Afro-American mind space is circular. Space is a circle and the sky is another circle surrounding space. Crossing lines made for angularity, break-offs, and continuity and completeness.

As shown in Figure 1, once the two cultures merged physically, they reseparated ideologically, and the division has existed for over 400 years. This is not to say that the dominant culture did not have an influence on the Afro-American culture; quite the contrary is the case. Western culture has had a great effect on the Black churches (Figure 1); however, Africanization of white churches also took place. Therefore, it is predictable that a Baptist church in the Black community and a Baptist church in the white community will have little in common on any given Sunday morning. Africanizing the Baptist church has caused the minister to preach differently, the choir to sing with rhythmic African musical concepts, hands to clap, and the congregation to call and respond to the ceremony as cannot be duplicated in a lettered culture.

Figure 1 demonstrates that Blacks are profoundly different in their concepts of philosophy, art, sculpture, drama, music, communication, life-style, time, space, life perspectives, learning patterns, sexism, and even assessment.

ironically African and American music represent the only cultural phenomena that have been amalgamated to form a new art–jazz. The blues of Africa and the classics of Europe merged to form a new music. Le Roi Jones (1967) states that without the two cultures merging jazz could not have become a reality. The question then is: Why was this new form of music allowed by the majority culture to be nurtured unchallenged? Ironically the evidence reveals that it was because of the interpretation of the concept of music. In the lettered culture music is for listening and entertainment. Music is not psychological. In orality music is a form of communication; singing and playing music is like talking. Consequently, even slaves were allowed to sing songs, clap hands, and make rhythmic sounds. White slave masters assumed that singing slaves depicted happy slaves. Quite the contrary, singing in the Black community can denote anxiety, happiness, remorse, or dignity. It is a form of communication. Therefore, Blacks have always been allowed to say what they please–*if they sang the words*! Because music was given this freedom by the majority culture, merging of the music of the two cultures was inevitable. No other art form, phenomenon, concept, ideology, or philosophy has been permitted the same freedom in the two cultures.

The Black Experience

Rose (1970) states that basically what is presently known about Black culture has come largely from the areas of literature, music, poetry, and history. We do not know, for example, to what extent the literature of Black culture is valid scientifically. We do not know to what extent Black people embody the ethos of Black poetry; nor do we know how or to what extent our history relates to the ways in which Blacks presently define their culture.

We know that culture is defined as the totality of what is learned by individuals as members of society–that culture is a way of life, a mode of feeling, thinking, and acting. Writing in 1871, Tylor said, "culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society." If one relies on this definition, one of the difficulties in analyzing Black culture in America is the notion by sociologists and anthropologists that Blacks do not have, nor have they ever had, a society of their own.[1] That is, one is not born knowing his culture. He must learn it through his parents and various significant others, who filter the culture to him. We must be concerned with the question: To what extent do Black parents and other significant groups teach the Black child a culture that is different from the dominant American culture?

Communal Existentialism

Rose (1970) maintains that what Black parents tell their children and do with their children is significantly different from what white parents tell their children and do with their children. Further, this communication process forms a dominant value and belief system that in turn makes up the Black culture. One of the basic values in the Black culture is that of communal existentialism.[2] One learns early in life that he must share his physical self with others. The child is born into an environment of on-going social processes which are carried out in an extended family. For example, the child interacts with not what is "yours is yours." It would seem that feelings resulting from the belief in the latter statement would lead to individuals who are selfish, who always think of themselves first and their family or group second. For sure, such a philosophy would not lead to the kind of communal sharing that exists in the Black culture. I am not suggesting that all Black people have the basic value of sharing their material and nonmaterial possessions with others. But I do feel that Blacks who were raised in working-class families, although they may no longer belong to this class, possess the values of communal existentialism. Thus, it becomes nearly impossible for newly arrived Black middle-class people to detach themselves from their extended families. Instead they see obligations to help their families who have, more than likely, helped them to get where they are. Thus, middle-class Black families are more extended than middle-class white families. We can still see the pattern of grandparents and other relatives as part of the family unit. On the other hand, one may find middle-class Black families who would like to sever the ties with their past–with their extended families and past friends–but find it difficult to do. Such families may find themselves in reciprocal obligations that they cannot eliminate. Likewise, there are Blacks who were not raised in the pattern of communal existentialism, and consequently can neither appreciate nor understand this pattern in Black culture.

Uniqueness of the Individual

Another major theme in Black culture is that of a belief in the uniqueness of the individual and his rights. This may at first seem to contradict the above analysis, but the two themes actually fit together. One is free to develop at his own speed, in his own way as long as this development does not hinder another person. Thus, a certain amount of individual as well as societal unselfishness is a necessity. Early in the socialization process parents try to recognize what is unique in their child. They may arrive at this position by noting the similarities between their child and some relative, but the feeling is not that the child's character or personality will be the same as those of the person he resembles. In this way, they are suggesting that "we have a unique child that is like no other child." Strauss (1968) has suggested that to name is to identify. It is to place a meaning on an object. Names say something about identity. They may suggest the character of the person. Therefore, Black parents make much over the names they select for their children. They say, in effect, we have just given birth to a unique being who may change the course of human events.

The process of naming is a continuous one. As Black children grow older, we find that they may take on new names. Nearly everyone in the Black community has a nickname, and one may grow up in a neighborhood and never know the given name of a friend because he was always referred to by his nickname. The nickname says something very specific about the person's character. For example, my circle of acquaintances has included the following. (1) Devil–a person in my youth who would have been described by sociologists as an underworld character, but to Blacks in my community, he was a person who knew how to manipulate, deal with, and get along with nearly all people. He was also a smooth talker and quite handsome. (2) Mungo–a person not particularly handsome, but a strong person who was an outstanding football player. (3) Rabbi–a person who was not necessarily religious but who talked like a minister. Again, a person who knew how to deal with others. (4) Pig–the name was initially given because the person ate so much. Although now an adult, he is still referred to by that name, and I find it difficult to call him "James." (5) Flea–a young man who I know presently; he insists on being called Flea rather than by his given name. He probably got the nickname because he is very small. (6) Little Sis or Big Sis–in this case my youngest aunt and my mother. These two people are still referred to by the above nicknames. Incidentally, the names indicate the birth order in the family and also certain kinds of rights and responsibilities.

One also finds in the naming process that Black families quite often refer to siblings as *brother* and *sister* in place of their given names. I have also found several variations on the names for mother and father. Particularly, I knew one family where the children always called their mother *mother dear*. From the short list given above, one may note that nicknames are basically a male phenomenon rather than being distributed equally among males and females. In fact, I can think of very few nicknames for girls other than Sister, Peaches, Pudding, Baby, Hippy, Streamline, Busty, Legs, Mama, and Fox Sweetie.

Another aspect of equality, as seen through the uniqueness of the individual, is the lack of competition within the family. There is little need in the Black family for one to compete with one's brothers and sisters if each individual is unique. When competition does exist it is not with the thought that one is better than another, but rather competition serves as a method of keeping one prepared for other forces in the environment. To compete for the same girl, for example, simply sharpens one's method of developing lines of strategy. Thus, closely related to strategy building is a kind of ribbing and signifying that goes on in the Black community. When one person runs another down, the individual rarely gets angry because it is understood that the whole matter is not serious, but that it is really a tactic or mode of operation. It teaches the individual how to deal with hostile forces. As Joseph White (1970) suggested, Blacks on a regular basis deal with existential psychology without really knowing it. One learns early how to analyze the basic beliefs of others. He learns how to attack these beliefs; and the person being attacked learns how to defend his position. The ribbing process may center around the existential analysis of what the person is wearing, how he walks, talks, or relates to others. Playing the dozen is the epitome of existential analysis in Black culture. To run down another's mother is to be on the brink of physical confrontation or a good hearty joke, depending on the situation and the friendship of those involved. Whites analyzing Black culture miss the significance of ribbing and playing verbal games. Also, they fail to understand it or appreciate it.

It would seem to me that in the process of signifying the individual is being prepared for the outside white world. He is learning how to defend himself by any means necessary. Therefore, in this process of strategy building, one is never defeated. He is simply down for the moment and will come up again fighting, sometimes physically and quite often verbally. Thus, it becomes difficult for me to understand the assertions by educators that Black children lack verbal skills. What I would suggest is that they abound in verbal skills, but these are not the same kinds of skills that the teacher is typically looking for. In fact, if a Black child starts his existential analysis on his teacher, he will more than likely be sent home, be defined in a host of negative ways, and his personhood may be questioned. That is, he may be defined as a hostile, negative, aggressive child.

Humanistic Values for the Affective Existential Basis of Black Culture

Much has been written about the expressive nature of Black people. Research has ranged from a negative interpretation of this value in Rainwater (1966) to a very sensitive analysis of it as found in the works of Jones (1963, 1967) and Keil (1966). What we find is that Black people have not given up on their humanism–they are a feeling people who express this feeling in various ways throughout the culture. One must see that the affective existence of Black people is very closely related to their values of shared existence and their emphasis on the unique individual.

Black parents emphasize the right of the child to express himself, to show feelings of love and hate. The two are not separated. That is, one recognizes at an early age that he can both love and hate at the same time. He is taught *diunital* existence, as Dixon and Foster (1971) define the phenomenon. Thus there is little need to repress feelings of love and hate. Family life is not sedentary, rather the child is born into an exciting, active environment. Several things may be going on at the same time, and as the child matures he learns how to tune in or tune out things that do not involve him.

A specific aspect of the expressive nature of Black culture is seen in the use of language. The way Black people talk–the rhythm of the language, the slang, the deleting of verbs are examples of the expressive use of language. The significance of this is seen in the number of times white sociologists have missed the meaning of words and expressions by Black people, the number of times they have not understood the subtle meanings of words. For example, Rainwater (1966) in describing one Black mother's reaction to her child, missed the meaning of the whole conversation. The mother said, that her child was bad. Rainwater took this to mean that the mother hated or disliked her child, rather than the fact that the mother was characterizing one aspect of the child–which says nothing about her love or hate for that child.

The expressive aspects of Black culture may also be seen in music, dance, literature, religion, and rituals of "root" medicine. Jones' *Blues People* (1963) and Keil's *Urban Blues* (1966) are excellent analyses of the blues as part and parcel of Black culture. The use of dance is seen by many as being basic to the way Black people express themselves. The word *soul* is quite often defined in relation to the ability of a person to dance–the rhythm of Black people's dance can be traced directly to its African heritage (Herskovits, 1941). Closely related to the dance is the expressive way that Blacks use their bodies. They walk in a unique maneuver, and part of this uniqueness is that each person has his own special walk. He uses his body to give off certain identifying stances. Likewise, Black people show greater freedom in touching one another. This touching is not linked with sexual overtones, as sociologists would have us believe, but rather there is no clear-cut distinction between my body and your body. Thus, in conversation, Blacks stand closer to one another than whites do, they use more gestures, and physical contact is greater. When sensitivity training became popular in the early 1960s the emphasis was on people touching one another and not feeling ashamed about that feeling. I have always maintained that sensitivity training was not for Black folk, since we have always been and continue to be a feeling people who have no hang-ups about touching one another, about dealing with one another in a frank and open manner. All of this relates to the trusting values in the Black culture that grow directly out of the relationship that the young child has with his extended family and friends.

As one moves away from the community of shared Black existence, the situation changes. The more a Black person has internalized the values of white America, the more his beliefs in the values of the Black culture decrease. Therefore, we find middle-class Black people who are overly concerned with punctuality, who cannot understand why Black people are always late, who cannot appreciate the affective nature of Black people. They may feel that Blacks are overly familiar with them, do not respect their positions. However, these same Black people who profess a lack of knowledge of Black culture can be seen as still enjoying some of the behavior patterns of that culture. They still have their soul parties that may start off quite formal but break down to the natural rhythm of the Black culture as the evening wears on; they still eat soul food and listen to the music and dance the dance of Black people. What we fail to do in analyzing the attitudes of the Black middle class is to study their actual behavior patterns. I would maintain that the behavior of the Black middle class around other Black middle-class people is quite similar to the behavior of Black people in general and thus is part of the same Black culture.

A final aspect of the expressive value theme in Black culture is seen in the use of clothes. The unique outfits of Black people are part of the expression of freedom both as a group and as an individual. The bright clothes in Black culture indicate the attitudes of the people toward life in general. That is, an overall optimism exists in Black culture, although the objective conditions of Blacks have been less than optimistic. What better way for a people to say "we love life," than in the clothes they wear and the way they wear their clothes. Although Blacks are oppressed by a capitalistic system that keeps them in low-paid jobs, keeps them perpetually unemployed, keeps them in substandard housing, and keeps them trapped in obsolete school systems, their outlook is one of hope. And with this hope they continue to struggle for a better existence.

The Diunital Relationship between Good and Evil

The final dominant value or belief to be discussed in Black culture centers around the diunital relationship between good and evil. One is taught early that good will triumph over evil–that one must be fair in dealing with others. The proverb is: Do unto others as you would have them do unto you, and likewise, do unto others as you have been done to by others. To believe in the triumph of good over evil does not necessarily mean that one must be good all the time. In fact, it becomes necessary to teach the child to protect himself, but never, for example, to start a fight. To defend oneself against evil is very appropriate. To fail to do so would question one's selfhood. Parents teach children not to let anyone take advantage of them. Also, being good does not mean that goodness is an absolute concept, for Blacks believe that each individual possesses a varying degree of good and evil. What is analyzed, then, is the overall sense of the total character. A child can be both good and bad at the same time–that is, he is diunital. Consequently, when a parent tells a child that he is bad or evil, it does not mean that this is the final assessment of his character. The statement may only hold true for the moment, the day, or for several years. There is always the possibility that a person may change characters–be converted. Likewise, as stated earlier, to say that a child is bad does not mean that his parents do not love him. They may simply be making what they define as an objective statement. White social scientists have been puzzled by this factor in Black life. They have, therefore, come up with all kinds of hate syndromes in Black people that bear little resemblance to the reality of the situation.

Black Truth

Dr. Basil Mathews of Howard University (1972) states that in the Black cognitive progress it is not claimed that self makes truth. What is claimed is that self is the medium, and the only adequate medium, through which truth or reality, in its total existential dimensions is wholly perceived and assimilated. Without the intervention of self in the cognitive act, knowledge falls short of true knowledge, not only in comprehensiveness, but also in in-depth intellective penetration of the life force or life pulse of reality. A purely abstractive insertion of intellect into a subject disqualifies itself by definition from live contact with the living and operating principles in things.

In any event, self in the Black cognitive process is seen as the intellectual mediator and not as the intellectual fabricator of reality in that state of mental existence which we call knowledge. Self is also the complete assimilator and reverberator of truth in the Black cognitive system. In theory at least, self is not presented as a substitute for reality. Nature is the norm. The work of self is to get in harmony with nature, which rules all. Nature then is the controlling reality. And realism is an imperative for African survival and for African thought in every form. This is a first principle of African existence.

Principle is one thing, practice is quite another. We must now ask what practical safeguards there are in the Black cognitive process to prevent self from prejudicing truth in thinking. What are the guarantees of objective validity in this method of thinking through feeling?

Basically the Black cognitive process sets up a dual control for objectiveness in the use of symbolic imagery. The collective experience of the group is the sanction for the use of symbolic imagery by the individual. By this I mean that Black symbolic imagery is a participatory imagery. The second control for objectivity is by appeal not to people but to the facts observed in nature or the environment. It is irrelevant whether these facts were the subject of observation by the thinker himself or the subject of observation by the group over a period of time. Both forms of appeal operate as controls against the interference of self to prejudice truth in thinking.

Conclusions

As Ballard (1973) states, the history of the Black struggle for education is punctuated by the basic complacency of white educators. The problems of educating Blacks have changed very little over the years. Some Blacks believe that the mere thought of educating Blacks strikes terror into the hearts of the oppressor. Education remains the primary lever by which the racial situation in this country can be controlled and changed.

If Blacks are to be taught and educated, it is imperative that methodology, processes, and procedures that are buried in the cultural aspects of one's being be considered. If Blacks cannot be educated and counseled within the vein of their culture, the Black community will retain its 15.9 percent dropout rate as contrasted with 6.7 percent for whites.

Curricula, teaching methods, teacher training, counseling, assessment, and evaluation must be devised to create and perpetuate educated Blacks. Unfortunately the process to achieve this goal and the product of that goal are not compatible.

FOOTNOTES

1. If one accepts the previous statement, it becomes impossible, then to speak of culture without a society or a society without a culture. Therefore, it becomes necessary to make a case that Blacks indeed have operated a society within a larger society, that we, at least, have had our own subculture within the American society. At least, the Kerner (1968) report suggested that America is moving toward two separate cultures–one Black and one white. And John Hope Franklin (1966) maintains that historically there have always been two separate worlds of race in American society.
2. Existentialism here means that one's total being and one's total process of becoming are wrapped up in others. We are who we are because we are an extension of those around us.
3. Much credit must go to Dr. LaFrancis of Montclair State University, Montclair, New Jersey and Dr. Donald Henderson, University of Pittsburgh for their input and insight and their provision of unpublished documents. Without their cooperation this document would not have materialized.

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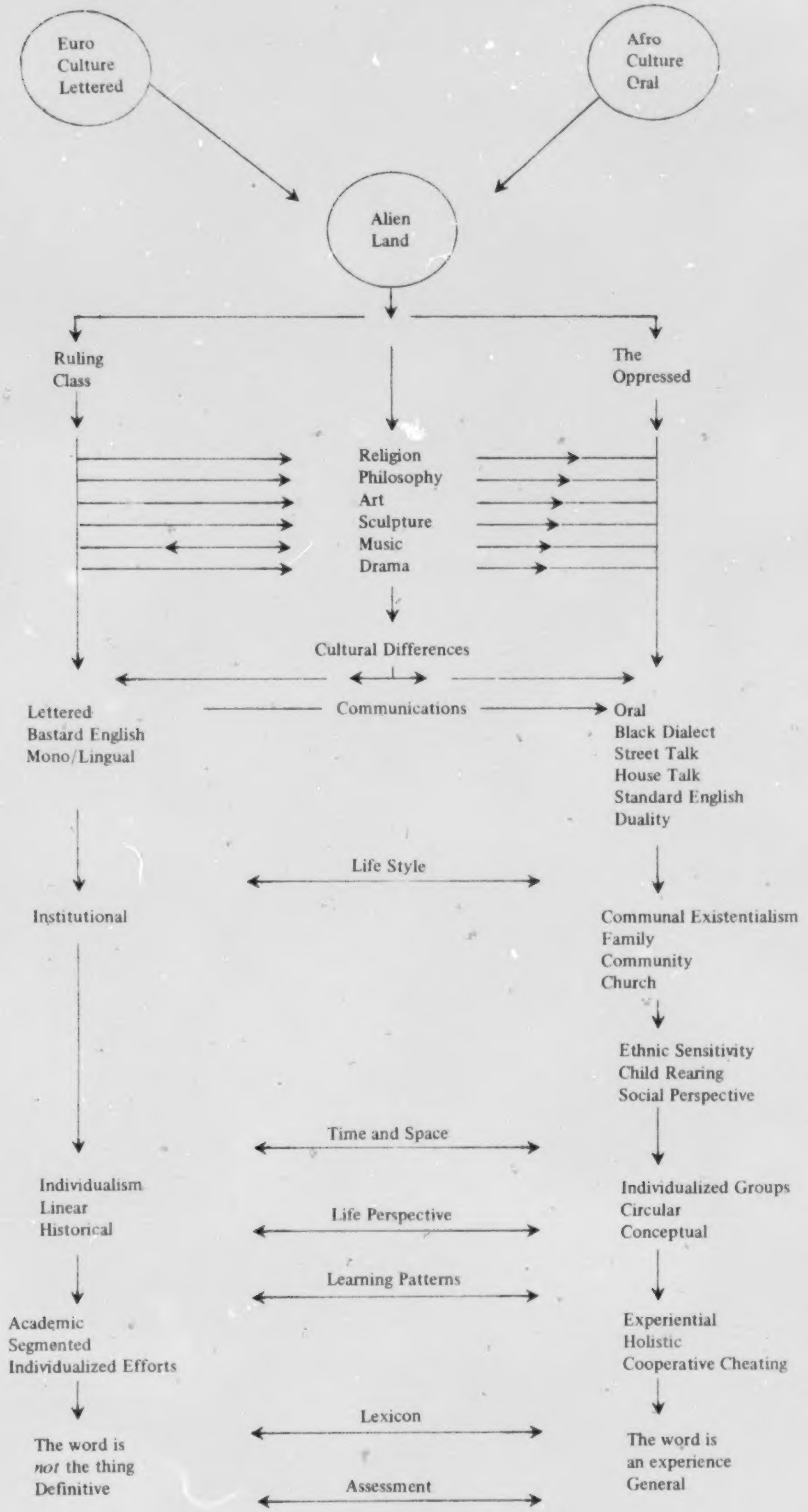
FIGURE 1. HISTORY OF AFRO-AMERICAN CULTURE


Euro Culture Lettered
Afro Culture Oral
Alien Land
Ruling Class
The Oppressed
Religion
Philosophy
Art
Sculpture
Music
Drama
Cultural Differences
Communications
Lettered
Bastard English
Mono/Lingual
Oral
Black Dialect
Street Talk
House Talk
Standard English
Duality
Life Style
Institutional
Communal Existentialism
Family
Community
Church
Ethnic Sensitivity
Child Rearing
Social Perspective
Time and Space
Individualism
Linear
Historical
Life Perspective
Individualized Groups
Circular
Conceptual
Learning Patterns
Academic
Segmented
Individualized Efforts
Experiential
Holistic
Cooperative Cheating
Lexicon
The word is not the thing
Definitive
The word is an experience
General
Assessment

SHERATON BILTMORE

SOMPA is based on three conceptual models—the medical model, the social system model, and the pluralistic model—each based on a different definition of the nature of abnormality.

A System of Multicultural Pluralistic Assessment (SOMPA)

Jane R. Mercer
University of California, Riverside

The System of Multicultural Pluralistic Assessment (SOMPA) is designed to be a system for assessing the current level of functioning and the potential of children from English-speaking Caucasian (Anglo), Chicano/Latino, and black cultural backgrounds which does not discriminate on the basis of race, cultural heritage, or ethnic group. The measures were standardized on 700 English-speaking Caucasian, 700 Chicano/Latino, and 700 black children 5 through 11 years of age. Each ethnic sample is representative of the population of children attending the public schools of California from that ethnic group. There were 100 children, 50 males and 50 females, at each age level for each ethnic group.

SOMPA is based on three conceptual models: the medical model, the social system model, and the pluralistic model. Each model is based on a different definition of the nature of abnormality and a different set of assumptions. Thus, each model provides a different conceptual lens through which the child's performance can be viewed.

The *medical model* defines abnormality by identifying symptoms of pathology. It assumes that pathological symptoms are caused by some biological condition and that the sociocultural background of the child is not relevant to diagnosis and treatment. Measures based on this model are not culture bound, tend to focus on deficits, and tend to have low ceilings. Measures in SOMPA which meet the assumptions of the medical model are the Physical Dexterity Tasks, the Bender-Gestalt Test, the Health History Inventory, and measures of vision, hearing, and the weight-by-height ratio.

The *social system model* defines abnormality as social deviance, behavior which violates social system norms. Since norms are both role specific and social system specific, there are as many definitions of normal-abnormal as there are roles. Definitions of normality or abnormality are social-system and role bound. The social system model is multidimensional and evaluative. It yields assessments of both assets and deficits. Measures which meet the assumptions of this model have high ceilings and normal distributions and reflect the expectations of specific social systems. Measures in SOMPA which meet the assumptions of the social system model are the WISC-R (using the standard norms) and the Adaptive Behavior Inventory for Children (ABIC). The WISC-R is treated as a social system measure because it is designed to correlate with successful performance in the student role in the social system of the school. The ABIC is a social-system measure because it is designed to measure the child's role behavior in the family, community, and peer group; the child's nonacademic school roles; and his or her self-maintenance and earner-consumer roles from the viewpoint of the family.

The *pluralistic model* assumes that all tests measure learning. Subnormality is defined as low performance on a test of learning when compared to the distribution of scores for others from similar sociocultural backgrounds. The model assumes that children from similar sociocultural backgrounds have had approximately the same opportunities to learn the material in the test, have been similarly reinforced in that learning by their major socializing agents, and have had similar experience with test taking. Using multiple regression equations based on the sociocultural characteristics of the child's background, the predicted performance for children of backgrounds similar to that of the child is used as the norm. Each child's performance is then compared with that of others from similar sociocultural milieux. This definition of normal-subnormal is culture bound. The pluralistic model is an asset model. It tends to uncover potential in children which has been masked by cultural differences. It yields a score called Estimated Learning Potential (ELP).

Information needed for assessment is gathered from two sources, a test session with the child and an interview with the child's principal caretaker, usually the mother. The mother's interview takes approximately one hour. Information from the mother's interview is scored into three measures. Four Sociocultural Modalities measure the distance between the culture of the home and the culture of the school: urban acculturation, family structure, family size, and socioeconomic status. The Adaptive Behavior Inventory for Children (ABIC) yields seven subscales and a total score. The subscales are family roles, community roles, peer group roles, nonacademic school roles, self-maintenance roles, and earner-consumer roles. A Veracity Scale detects the validity of the responses. The third measure in the mother's interview is the Health History Inventory which yields four subscales: pre-post natal inventory, traumatic events inventory, pathology and disease inventory, and vision inventory.

The test session with the child includes administering the WISC-R, the Physical Dexterity Tasks, and the Bender-Gestalt Test. The Physical Dexterity subscales are placement, ambulation, involuntary movement, fine motor sequencing, synchronized movement, equilibrium, finger-tongue dexterity, and a total score.

All measures have been standardized for profiling on three sets of profiles: one set for the medical model, one for the social system model, and a third for the pluralistic model. Measures based on the three models are used to triangulate the assessment process. When findings are similar using all three models, interpretations can be made with a high level of assurance. When findings differ for different models, caution is required before making definitive decisions, and individualized programming is indicated. The SOMPA profiles can provide a basis for reaching decisions about appropriate interventions.

. . . purposes of specific issue-related input to [conference] participants and small group interaction between resource persons and [conference] participants.

4.

Clinic Handouts and Sessions

Description of Clinic Sessions

Clinic sessions were designed to provide specific issue related input to conference participants and for encouraging small-group interaction between clinic resource persons and conference participants. In each instance, the clinic resource person provided a brief position paper or other handout to participants. Resource persons also summarized the major conclusions and/or concensus items which came out of the sessions. Handouts and summary statements are reprinted as provided by the clinic resource persons.

All issues of potential relevance to conference participants were included in the selection of topics and resource persons for clinic sessions. The listing of these sessions is as follows:

Issues Related to the Assessment of Black Children–Dr. William C. Parker
Pluralistic Assessment–Dr. Jane Mercer
Some Observations on Nondiscriminatory Assessment–Dr. James Ysseldyke
Regional Resource Centers–Dr. James A. Tucker
Legalistic Precedents–Dr. Thomas Oakland
Bureau of Education for the Handicapped–Dr. Gerald Boyd
Office of Civil Rights–Ms. Sharyn Martin
Conference Planning–Dr. Robert MacIntyre
Issues Related to Assessment of Chicano Children–Dr. Ernest Bernal
Issues Related to Assessment of Native American Children–Mr. Gerald Hill
Issues Related to Assessment of Asian-American Children–Dr. Toshiaki Hisama
Issues Related to Assessment of Puerto Rican Children–Dr. Olga Mandez
Resources for Nondiscriminatory Assessment and Programming–Ms. Joan Bartel

. . . cultures are different—difference does not spell opportunity or inferiority.

Issues Related to the Assessment of Black Children

Summary of Clinic Session
William C. Parker
Educational Testing Service

Bias, Webster defines as a tendency of a statistical estimate to deviate in one direction from a true value, in other words, a slanting prejudice. Are standardized tests developed to deviate from the true values of all cultures? Are standardized tests slanted toward white Anglo-Saxon Protestant values? These questions have become the crux of a controversy since the early 1960s. In 1961 a work group under the chairmanship of Professor Joshua A. Fishman was formed. The group's specific objective was to explore ways in which the talents and capacities of all minority children could be assessed so that they might be wisely guided with regard to their future education.

Why Test?

American educators have long recognized that they can best guide the development of intellect and character of the children in their charge if they take the time to understand these children thoroughly. Educators must also realize that they hold positions of considerable responsibility and power. Often a seemingly unimportant decision affects a child's entire life. A poor test score in grade three may result in a youth being tracked in a slow learner group which stigmatizes him or her for life. In some states such placement may result in a youth being placed in a class for the mentally retarded.

No long effort will be devoted to the history of testing, but it is relevant that we say that Binet developed the first standardized test in France to separate the mentally slow from the normal in order that they could be educated through nontraditional means—a noble and humane endeavor.

In reviewing the literature one can discover that the originator of the IQ test, Sir Francis Galton, knew from the onset that the results of his test could not always be regarded as conclusive. However, American psychologists loved the thought and perpetuated it into its present flourishing form.

The first world war brought an astounding expansion in scientific measurement of human intelligence. With millions of young draftees as their victims, psychologists had a field day. The "experts" knew very well that their tests were not infallible; but at least commanders could distinguish between morons and bright "officer material," or so they said.

The American Psychological Association and the National Research Council formed plans in 1917 which won approval of military authorities. So were born the famous Alpha and Beta Tests. The results did not begin the tradition of black genetic inferiority, because this had begun in written form, in the mid 1800s; however the test results of the Alpha, Beta Battery of the U.S. Army showed that blacks and white immigrants were not as intelligent as white Americans. Data also revealed that northern blacks were much more intelligent than southern blacks; one factor that was never revealed, however, was that northern urban blacks were more intelligent than rural southern whites.

Consequently the testing and measurement movement was born in America. Great psychologists brought their new terms such as "raw scores," "coefficients of correlation," "sigmas," and "deltas," and many a funny anecdote was based on the esoteric jargon of experts. Brigham was the only psychologist that cautioned educators not to expect too much from psychological tests.

Are Tests Biased?

Yes. Tests are racially, environmentally, and culturally biased. In fact we will always be confronted with the problem of test bias because to produce any type of culture-free test is an impossibility. Some biased items include the Mississippi Delta Intelligence Test (regionally biased), Vocabulary Test, TRICKY, and Picture Test.

Because of the implications of test bias, critical minority issues have begun to surface. First the meaning of intelligence is rather diverse, and although considerable attention and effort have been given this concept, it is still ill-used and poorly misunderstood. The ambiguity and senselessness of the research on ESP definitions of intelligence are so diverse that it would be impractical to list all of them here. A few examples are:

1. Intelligence is what the intelligence test measures.
2. Intelligence is a repetoire of intellectual skills and knowledge available to a person at any one point in time.
3. Intelligence is the summation of the learning experiences of the individual.
4. Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.

It is clear from the preceding definitions that there is not only no consensus among psychologists regarding the meaning of intelligence, but there is also no absolute meaning of the term.

Second, the most frequently accepted definition is that intelligence is based on the solution of brief problems of various kinds and on the quantity and quality of one's responses to a wide range of questions. The terms IQ and intelligence are often used interchangeably. But IQ is a symbol which refers to a set of scores earned on a test which means nothing in spite of all of the critics that make an attempt to state that the tests are not biased. Sam Messick and Scarvia Anderson, both of ETS, state in the spring edition of *The Counseling Psychologist* in 1970 that the same test may measure "different attributes or processes, in minority/poverty groups than it measures in white middle-class samples."

1. Validity is concerned with what a test intends to measure. Current ability tests do not and cannot measure a black child's capacity "to deal effectively with his environment." The tests were never intended to do so. It is obvious enough that a black child engages in many intelligent behaviors which are not validated in white middle-class society. For example, "What would a mother teach her child to do if he or she is hit by another child?" This is a value judgment–not a right or wrong.

2. Reliability and objectivity are the extent to which a person earns the same score or rank each time he is measured by the same test. The most common case of reliability of a test is the inclusion of items which are scored on the basis of subjective judgment or in this context, a white, middle-class norm. For example, persons from different cultures will respond to this question differently. "What is the thing to do if you find a purse with ten dollars in it?"

3. Standardized tests must represent the group for whom they were designed. The Stanford-Binet and Wechsler Intelligence Scale for Children excluded blacks from their representative samples.

In conclusion I contend that there are several critical issues that act to delay the elimination of test bias. These issues are:

1. Inattention to reconstruction of psychometric design
2. Psychometricians, anthropologists, and sociologists cannot agree upon the implications of culture on learning and intelligence
3. Superiority complex
4. Lack of consistency relative to interpretation of test information
5. No test discovers what you know–only what you do not know

SHERATON BILTMORE

. . . SOMPA assumes that the distribution of "scholastic potential" is similar in all racial and cultural groups.

Pluralistic Assessment
Summary of Clinic Session

Jane R. Mercer
University of California, Riverside

Several issues were raised during the discussion section. A group of questions centered on the philosophical basis for the SOMPA, and several value premises were made explicit in the discussion. First, the SOMPA assumes that the distribution of scholastic potential is similar in all racial and cultural groups. The work of Rick Heber in the Milwaukee project and the work of Kamen were cited as supporting this view. Heber has shown the inner-city infants of mothers with IQs below 85, when socialized in a highly stimulating verbal environment, achieve an average IQ of 122 by four years of age compared to a contrasting group of infants with similar mothers reared in the inner city without any interventions, whose mean IQ was about 85 at four years of age. Kamen in *The Science and Politics of IQ* exposes the faulty data base on which the oft-cited twin studies of Burt are based. His work discredits the entire empirical framework on which the heritability studies have been done.

A second value premise which is implicit in the system is that of preparing children to cope with the role of student in the public schools. There was some discussion as to the merit of such an assumption. In general, the audience agreed that the schools need to be changed so that they are more multicultural and less Anglocentric. However, given the fact that we live in a highly industrialized society, persons who wish to participate fully in that society must, at some point in their lives, master the skills required to perform in the student role. The schools are a critical link in the system of social mobility. Therefore, it was concluded that *all* children should be helped to master the student role. The primary purpose of public education is to educate rather than to label those likely to have difficulties and send them to special classes. To be effective, children likely to have difficulty should be identified before they have suffered repeated failures in the school. They should be given whatever assistance is necessary to cope with the culture of the school.

A second set of questions focused on the educational implications of the use of the SOMPA in the public schools. Several implications were identified. First, participants noted the danger that the SOMPA might be used to undercut the basis for funding of special education programs if latent scholastic potential scores are used as the basis of determining need for additional services rather than the standard IQ scores, that is, the scholastic functioning level. It is important that this situation not occur. To assure that this situation will not occur, funding will need to be based on educational need as defined by performance on the standard norms, *not* on the scores adjusted for sociocultural differences, and funding will need to move away from categorical aid programs based on self-contained classrooms to funding of services to children within the regular educational setting.

A second implication for the schools is that a wider variety of needs will be identified than has heretofore been the case, especially the need for persons who can assist children from non-Anglo cultural backgrounds in coping with the culture of the school and the demands of the student role. In addition, broadening the basis of assessment should reduce the amount of labeling because the SOMPA yields such a large number of different configurations of scores that a user will not be tempted to develop a new set of labels. Rather, educators will have to look at each child as an individual with his or her own unique pattern of performance and sociocultural background. Finally, the system could be used to move toward more cultural democracy in the schools, a term developed by Castaneda and Ramirez to describe schools which are sensitive to the differing cognitive styles and cultural backgrounds of their students.

. . . intelligence is an inferred entity, a term or construct which we use to explain differences in behavior and to predict differences in future behavior.

Some Observations on Nondiscriminatory Assessment

Clinic Session Handout

James E. Ysseldyke
University of Minnesota

The topical theme of this conference is "nondiscriminatory assessment." I would like to back us up a bit by asking "nondiscriminatory assessment of what?" For years, norm-referenced devices have been used to classify and place children. When it was observed that members of minority groups were overrepresented in public school special education classes and within the lower tracks of the regular education mainstream, a number of individuals began to question the fairness of the devices used to classify and place. Items, and indeed entire tests, have been cited as biased against members of specific cultural groups. The debate regarding the culture-fairness of tests and test items has been a long and heated debate, aired in both professional and popular literature and on radio and television. We have missed the point.

It must be remembered that any test is merely a sample of behavior. For example, no one has seen a thing called intelligence. Rather, we observe differences in the ways in which persons behave, either differences in everyday behavior in a variety of situations or differences in the ways in which persons respond to standard stimuli or sets of stimuli; and we infer a construct called intelligence. In this sense, intelligence is an inferred entity, a term or construct which we use to explain differences in behavior and to predict differences in future behavior. Regardless of how an individual's performance is viewed and interpreted, intelligence tests and items on those tests simply sample behaviors. A variety of different kinds of behavior samplings are used to assess intelligence; in most cases the kind(s) of behavior sampled reflect a test author's conception of intelligence.

There is a hypothetical domain of items which could be used to assess intelligence. In practice, it is impossible to administer every item in the domain to a child whose intelligence we want to assess. Tests are samples of behavior from the larger domain. Salvia and Ysseldyke (in press) have identified 13 kinds of behaviors sampled by intelligence tests ranging from discrimination and generalization to induction and abstract reasoning. Different test items sample different behaviors; we have recognized this for some time. However, the same test item may sample different behaviors for different children.

A child's acculturation is of primary importance in evaluating his (her) performance on intelligence tests. Acculturation refers to the particular set of background experiences and opportunities to learn which a child has had in both formal and informal educational settings. This, in turn, is dependent upon the experiences available in the child's environment (i.e., culture) and the length of time the child has had to assimilate those experiences. The culture in which the child lives and the length of time he (she) has lived in that culture effectively determine the psychological demands a test item presents.

To ascertain the psychological demand(s) of an intelligence test item, one needs to consider the interaction between acculturation and the behavior sampled. For this reason, it is impossible to define exactly what it is that intelligence tests assess. Identical test items actually place different psychological demands on different children. For sake of illustration, let us assume that there are only three discrete sets of background experiences (this is a very conservative estimate; there are probably many times this number in the United States alone). To further simplify our example, let us consider that there are only 13 kinds of behaviors sampled by intelligence tests rather than the millions of items which potentially could be used. With these very restrictive conditions, there are still $(mn)!/m!n!$ possible interactions between behavior samples and types of acculturation. This very restrictive estimate produces more than 1.35×10^{32} interactions. No wonder there is controversy regarding what it is that intelligence tests measure. They measure more things than we can conceive of; they measure different things for different children.

The above example was used to illustrate the futility of efforts designed to identify items and tests which are nondiscriminatory. We could do that for a very long time. Instead, in my opinion, we need to focus upon the person giving the test and the particular kind of test given.

We have a considerable body of literature to support the contention that persons charged with the task of assessing school-age children are biased in their assessment efforts. Salvia and Ross (1975) demonstrated that teachers make differential placement decisions as a result of the physical attractiveness of children they are asked to evaluate. Algazzine demonstrated that teachers interact differently with children as a function of facial attractiveness. Rubovits and Maehr (1973) demonstrated that teachers interact differently with blacks and whites, regardless of the diagnostic label attached to the children. Johnson (1976) demonstrated that school psychologists are biased by race, sex, and socioeconomic status in making placement recommendations. The considerable body of research supporting the deleterious effects of labeling (c.f., Foster, 1976; Foster & Ysseldyke, 1976; Foster, Ysseldyke, & Reese, 1975; Lee, 1975; Salvia, Clark, & Ysseldyke, 1972) should cause us to question the extent to which the unrepresentative makeup of special classes and their lack of demonstrated efficacy may be simply a reflection of our own biases and expectations. We need to begin systematic efforts to modify stereotypic attitudes and expectancies and to make both teachers and psychologists more objective in their interactions with and decisions regarding children.

Not only do we need to become more concerned with who assesses children, but we need also to be concerned with what is assessed. Traditional assessment efforts have provided teachers with global scores, arrays of scores on subtest continua, and psychological reports characterized more by jargon than by practicality. Teachers, on the other hand, have found this information of little help in their instructional efforts. More recently, especially with the rise of the learning disabilities movement, we have witnessed a dramatic increase in the use of norm-referenced devices to plan educational programs for children. The currently popular activity is to be engaged in diagnostic-prescriptive teaching. Repeatedly, we witness the administration of large batteries of psychoeducational tests to children for the purpose of identifying process or ability strengths and weaknesses in order to prescribe appropriate instruction. There is little support for such efforts. We have not demonstrated that specific processes or abilities underlie the acquisition of academic skills, that the processes or abilities can be reliably and validly assessed, or that they can be trained. In short, assessment efforts on behalf of all children should be objective-referenced efforts designed to identify skill development strengths and weaknesses. Assessment of skills facilitates program planning and is nondiscriminatory. It is time for us to cease our efforts to identify the hypothetical causes of childrens' academic failures and to focus instead on the assessment of skill development strengths and weaknesses; our emphasis must be on moving the child from where he (she) is to where we desire him (her) to be.

Clinic Session Summary

James E. Ysseldyke

The main topic of this session concerned alternatives to current norm-referenced assessment practices. The point was made that there will never be a culture-fair norm-referenced test. As such, several issues must be faced. First, when using norm-referenced tests the psychologist must select technically adequate devices. It was demonstrated that most school psychologists and other school personnel are largely unaware of the technical characteristics and normative populations for most currently used tests.

Second, interpretation of pupil performance on any test must be psychological rather than psychometric. Any child's performance on a test must be viewed as an interaction between the child's acculturation and the psychological demands of the behaviors sampled by the test.

Third, elimination of the use of tests or use of separate regression equations will not eliminate bias in the placement and education of children; nor will it suddenly create an effective education for minority group children. And this is indeed the issue. To the extent that special education services are inferior to regular education services, to the extent that special education classes serve as dumping grounds for minority group children, and to the extent that tests contribute to disproportionate and inappropriate placement of minority students, the tests do deserve attack. However, we need to be equally concerned about the quality of services, about assessment practices in general, and about factors other than tests which contribute to bias in placement.

A considerable amount of time was spent discussing evidence regarding the contribution of naturally occurring biasing variables in the decision-making process. It was demonstrated that given identical test data and information, school psychologists, teachers, and other educational personnel do demonstrate bias on the basis of sex, race, socioeconomic status, and physical attractiveness in making placement decisions. Elimination of norm-referenced tests does not eliminate the bias. Indeed, the more subjective we allow decisions to become, the more bias enters.

Criterion-referenced assessment and task-analysis were presented as alternative approaches to the assessment of all children. The group raised several issues regarding criterion-referenced assessment but largely agreed that this approach was a viable alternative to current assessment practices.

It was recognized that our concern in educational settings should be more on the establishment of appropriate educational programs for individual children than on the making of placement decisions. Norm-referenced assessment provides little or no information for use in program planning. Knowledge of the extent to which a child deviates from normal is of little assistance to a teacher. Instead, he (she) needs specific information regarding those skills which a child does and does not demonstrate. Such information *can* be gained from task analysis and criterion-referenced assessment. We need to focus efforts to two factors: the development of appropriate educational programs and the changing of biases, stereotypes, and expectations.

. . . stressed that RRCs had expertise specifically related to agencies such as OCR and it would be negligent not to provide communication linkage between the RRCs and school programs which could benefit.

Regional Resource Centers
Clinic Session Handout

James A. Tucker
Region 5 (Texas) RRC

LEARNING RESOURCE CENTERS OF USOE/BEH/DMS/LRC (United States Office of Education—Bureau of Education for the Handicapped—Division of Media Services—Learning Resource Centers branch)

Effective September 1, 1974 the following contractors will provide a network of regional centers and specialized national offices which are to assist the handicapped child to achieve social and vocational independence via an appropriate education. These centers are to help states establish intrastate educational services and provide said services as a backup to extant state and intrastate agencies. Rather than moving the target-child from resource-poor to resource-rich education environments (the classical parent action of the past and present), it is believed that federal assistance in stimulating and developing educational services in the child's own community is the proper pedagogical and humanitarian approach. In cases where the technical assistance, demonstrations, consultations, and other regional center strategies have yet to establish an adequate service in a given community, the national units are expected to provide the services sought. Budgetary limits and an attempt at avoiding improper assumption of local and state roles will temper the amount of services and criteria for service-giving.

Authorized by Public Law 91-230 parts C and F, and administered by the Learning Resource Centers Branch of of USOE/BEH, the Learning Resource Centers (LRCs) can be differentiated by role and by level in the hierarchy (regional-national). There follows a directory of LRCs so differentiated:

✱ **LRC (Learning Resource Centers)**. . . . *32 centers*
role: to assist states in developing an intrastate capacity in regard to the following educational services and to provide said services to the states' service-clients within service rules which are clearly reinforcing of local and state capacity: identification of handicapped children, diagnosis of learning disorders, prescription of educational programs for handicapped children, and providing specialized instructional materials which compensate for learning disorders.

★ **RRC (Regional Resource Centers)**. . . . *13 centers plus a coordinating office*
role: to assist states in developing an intrastate capacity in regard to identification, diagnosis and prescription of educational programs and to provide those services to individual handicapped children within service-criteria which clearly show direct services to be reinforcing of state and local capacity, demonstrative of best methodology, or otherwise stimulatory of service development by local and state education agencies.

● **CORRC (Coordinating Office for Regional Resource Centers)**. . . . *1 center*
role: to provide the substantive work which is amenable to single-system treatment on a national scale and to articulate the regional centers into a network which permits sharing of problems and solutions from locality to locality, state to state, and region to region.

★ **ALRC (Area Learning Resource Centers)**. . . . *13 centers plus five national units*
role: to assist states in developing an intrastate capacity in regard to instructional materials, media, and educational technology supported education and media services to the handicapped learner; and, the provision of said services as a supplement or substitute for state and local supply of service in those instances where said supply is found inadequate to meet the service-need; and, helping pre- and in-service education facilities to increase the competence of teachers and parents in the selection and use of instructional materials.

- **NCEMMH (National Center on Educational Media and Materials for the Handicapped)**. . . . *1 center*

  role: to provide national leadership in the research, development, training, and dissemination activities related to the use of media, materials, and educational technology in the education of handicapped children; and, to provide the national backup services required by local, state, and regional units: information services relative to instructional materials for children and media-training materials for teachers, production and distribution assistance to creators whose efforts increase the materials supply, and clearinghouse functions for the nation's problems, ideas and solutions in the realm of media for handicapped learners.

- **SOVI (Special Office for Visually Impaired-S1)**. . . . *1 center*

  role: to find, select, adapt, create, classify, index, evaluate, field test, and otherwise exercise substantive responsibility for those materials alleged to have educational value for the visually impaired child.

- **SOHI (Special Office for Hearing Impaired-S2)**. . . . *1 center*

  role: to find, select, adapt, create, classify, index, evaluate, field test, and otherwise exercise substantive responsibility for those materials alleged to have educational value for the hearing impaired child.

- **SOOH (Special Office for Other Handicaps-S3)**. . . . *1 center*

  role: to find, select, adapt, create, classify, index, evaluate, field test, and otherwise exercise substantive responsibility for those materials alleged to have educational value for the child whose handicap is other than visual or hearing impairment (including those whose multiple handicaps include those disorders).

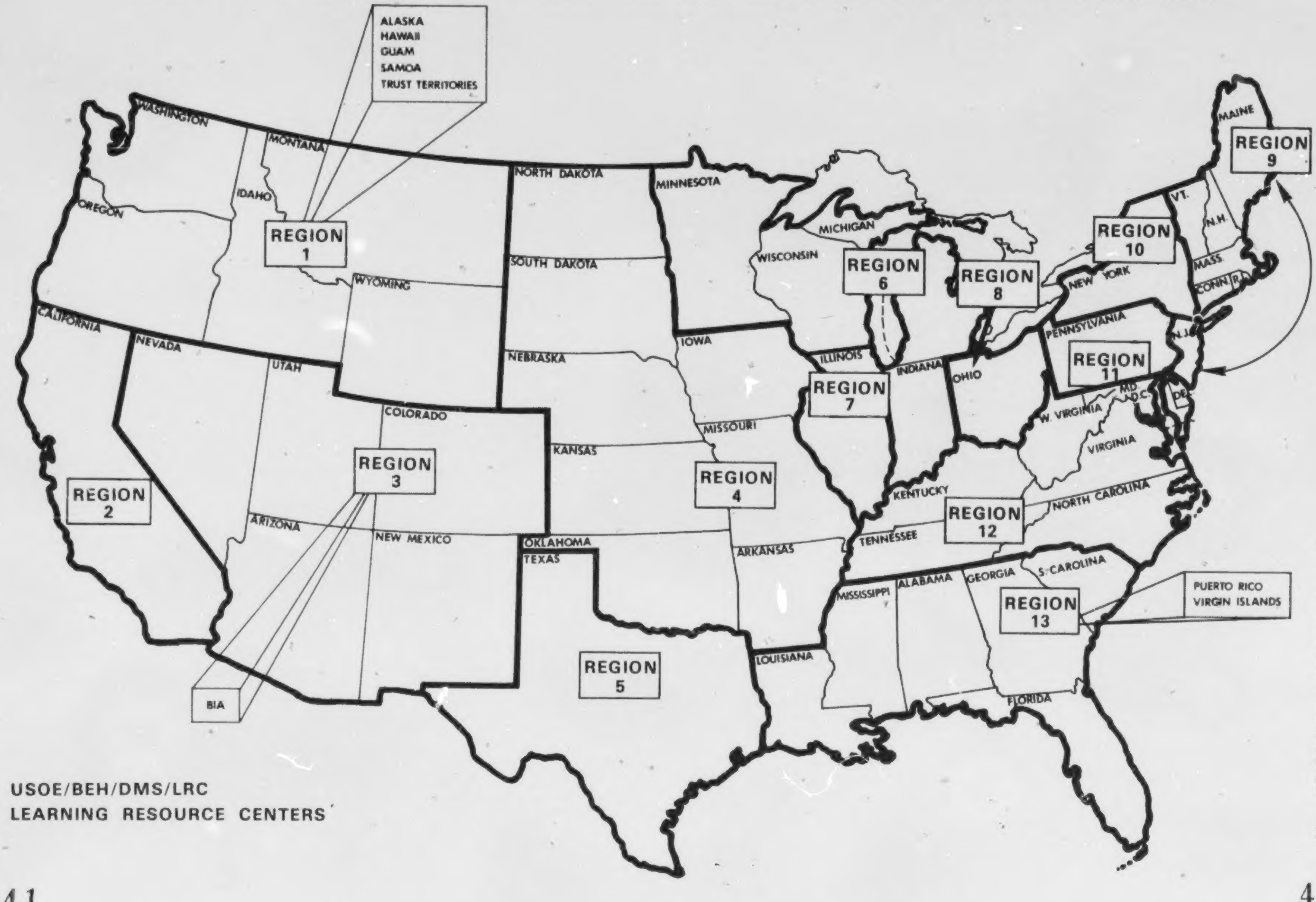
- **SOMD (Special Office for Materials Distribution-S4)**. . . . *1 center*

  role: to store, ship, repair, schedule, keep records, and otherwise manage the logistical system for instructional materials supply of those items found in the NCEMMH-operated information base. A service charge which is non-profit and cost-covering will be made to borrowers of materials for purposes other than teacher-examination or teacher-training. Classroom usage will be permitted only when and if local and state sources of supply are inadequate and only when user-fee payment is guaranteed.

The specific work elements contracted to each of the above units of the LRC centers network (ALRC/NCEMMH network and RRC/CORRC network, combined) can be seen on the workscope charts available from USOE/BEH/DMS/LRC or network offices. The following directory gives the address of each of the above described centers and the states served (or window-units through which service is given):

note: please contact project directors, directly, for definition of services available; USOE/BEH/DMS/LRC does not have center-services information capacity; address program questions and suggestions to "LRC Branch Chief, USOE/BEH/DMS; ROB 3 Rm. 2020; 400 Maryland Ave.; SW Washington DC 20202"

TO HELP THE STATES TO HELP THE HANDICAPPED CHILD RECEIVE AN APPROPRIATE EDUCATION, NOW!


ALASKA
HAWAII
GUAM
SAMOA
TRUST TERRITORIES
WASHINGTON
MONTANA
IDAHO
OREGON
REGION 1
NORTH DAKOTA
SOUTH DAKOTA
WYOMING
MINNESOTA
WISCONSIN
MICHIGAN
REGION 6
REGION 8
MAINE
REGION 9
VT.
N.H.
REGION 10
MASS.
CONN.
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OHIO
REGION 7
W. VIRGINIA
VIRGINIA
COLORADO
KANSAS
MISSOURI
REGION 3
REGION 4
REGION 2
KENTUCKY
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ARIZONA
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OKLAHOMA
TEXAS
ARKANSAS
TENNESSEE
S. CAROLINA
MISSISSIPPI
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REGION 13
PUERTO RICO
VIRGIN ISLANDS
LOUISIANA
REGION 5
BIA
FLORIDA

USOE/BEH/DMS/LRC
LEARNING RESOURCE CENTERS

Clinic Session Summary
James A. Tucker

This session consisted of providing an overview of the RRC network including its availability for assistance within workscope-relevant areas.

The major portion of the session consisted of a discussion of interagency cooperation between such organizations as the Office for Civil Rights and state education agencies via the Regional Resource Centers. It was stressed that the RRCs had expertise specifically related to the concerns of agencies such as OCR and it would be negligent not to provide communication linkage between the RRCs and school programs which could benefit.

By way of specific action in this direction the participants drafted a set of proposals which they wished to see considered by the RRC directors. These recommendations are as follows:

1. National and regional OCR specialists should receive periodic mailings of RRC contact persons in various regions. Also notice of relevant workshops.
2. RRC network should provide OCR with exemplary school programs throughout the country.
3. There should be a joint conference between RRC leaders and OCR leaders at all levels for increasing cooperation.
4. RRC network could provide a national pool of minority educators who would be willing to go to areas needing more minority professionals.

. . . the decision to put a child into a lower ability group or special education class often is made on the basis of little information—usually achievement and intelligence data. Other relevant factors are not considered.

Legalistic Precedents
Clinic Session Summary

Thomas Oakland
University of Texas, Austin

Discussions generally centered on explicating legal issues developed within chapter 3, on "Professional, Legislative, and Judicial Influences on Psychoeducational Assessment Practices in Schools," *Non-Biased Assessment of Handicapped Children*, the conference resource document. The following issues were considered first.

1. Assessment practices are discriminatory when children are not tested in their dominant language.
2. Tests are discriminatory because they reflect only white, middle-class values and abilities and thus do not effectively assess the abilities of lower-class and minority group children.
3. Many psychometrists are poorly trained and are insensitive to relevant characteristics evidenced by minority group children.
4. A disproportionate number of minority group children are assigned to lower-ability groups and special education classes.
5. No provisions are made for systematic (annual or biannual) reviews of children assigned to special education classes. In many systems, getting a child into special education is easier than getting him out.
6. Parents often are not consulted regarding the advisability of placing their children in lower-ability groups or special education classes. Nor are they informed of the academic progress their children are making.
7. The decision to put a child into a lower-ability group or special education class often is made on the basis of little information—usually achievement and intelligence data. Other relevant factors are not considered.

The discussions attempted to determine (1) the relevance these issues have on the psychological and educational services provided to minority group children within those areas represented by persons in attendance; (2) other legal issues of which we need to be aware; and (3) methods and practices attempted in various regions which serve to comply with legal issues. An attempt to arrive at a consensus was not made.

Participants in one session discussed at length the issue of rights of students, parents, and professional personnel. Their respective rights often are not clearly identified and frequently appear to be in conflict.

During another session, a recent publication from the Bureau of Indian Affairs (on nondiscriminatory educational assessment of native Americans) was discussed. This publication describes the major characteristics of an educational assessment program as well as students' and parents' rights—an issue which was discussed quite completely.

. . . many children who actually have no special needs will continue to show up as having such because of assessment and placement practices that are discriminatory.

Bureau of Education for the Handicapped
Clinic Session Summary

Gerald Boyd
Bureau of Education for the Handicapped
United States Office of Education

The discussion in the workshop sessions was to have centered around nondiscriminatory testing and placement as addressed in P.L. 94-142. Both sessions commenced with a brief overview of federal agency structure, that is, how the Office of Education relates to the Department of Health, Education, and Welfare, how the Bureau for Education of the Handicapped relates to OE, and how the Aid to States Branch relates to BEH. Many federal presenters often fail to clarify this organizational structure, and it can become very confusing to listeners who are not familiar with the internal affairs of the federal government but must comprehend certain management unit relationships in order to grasp fully what is being said to them.

This overview was followed in both sections by a clarification of P.L. 93-380 and P.L. 94-142. It was explained that both of these laws are actually amendments to the Education of the Handicapped Act (P.L. 91-230), which has several distinct parts. The only part of P.L. 91-230 affected directly by P.L. 93-380 and P.L. 94-142 is Part B, which deals with assistance to states. It was then pointed out that the Education of ALL Handicapped Children Act of 1975, as P.L. 94-142 has been titled, mandates that states find and service all handicapped children even if there is no federal support money available.

Most of the session participants were state education agency or local education agency personnel. And they were very interested in P.L. 94-142. We spent the bulk of the session time dealing with money and other issues related to the full implementation of P.L. 94-142. I explained the sections in P.L. 94-142 that talk to the issue of nondiscriminatory assessment and explained why reference to this issue appeared in all these sections (i.e., procedural safeguards, applications, state plans, eligibility). Further, the issue was raised of possible problems arising from the fact that as we properly identify, screen, diagnose, place, and serve handicapped children according to the requirements of P.L. 94-142, many children who actually have no special needs will continue to show up as having such because of assessment and placement practices and procedures that are discriminatory. Will this situation create a new look at an old dilemma, this time for the special educator? None of the session participants seemed especially interested in this issue, and they continued to ask questions about other sections of the new law.

. . . disproportionate over, or underinclusion of children of any race, color, or national origin, or sex in any special program category may indicate possible non-compliance.

Office for Civil Rights
Clinic Session Handout
Sharyn Martin
Office for Civil Rights

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

OFFICE OF THE SECRETARY
Washington, D.C. 20201

AUGUST 1975

MEMORANDUM FOR CHIEF STATE SCHOOL OFFICERS
AND LOCAL SCHOOL DISTRICT SUPERINTENDENTS

SUBJECT: Identification of Discrimination in the Assignment of Children to Special Education Programs

Title VI of Civil Rights Act 1964 and the Departmental Regulation (45 CFR Part 80) promulgated thereunder require that there be no discrimination on the basis of race, color, or national origin in the operation of any programs benefiting from Federal financial assistance. Similarly, Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs or activities benefiting from Federal financial assistance.

Compliance reviews conducted by the Office for Civil Rights have revealed a number of common practices which have the effect of denying equality of educational opportunity on the basis of race, color, national origin, or sex in the assignment of children to special education programs.

As used herein, the term "special education programs" refers to any class or instructional program operated by a State or local education agency to meet the needs of children with any mental, physical, or emotional exceptionality including, but not limited to, children who are mentally retarded, gifted and talented, emotionally disturbed or socially maladjusted, hard of hearing, deaf, speech-impaired, visually handicapped, orthopedically handicapped, or to children with other health impairments or specific learning disabilities.

The disproportionate over- or underinclusion of children of any race, color, national origin, or sex in any special program category may indicate possible noncompliance with Title VI or Title IX. In addition, evidence of the utilization of criteria or methods of referral, placement or treatment of students in any special education program which have the effect of subjecting individuals to discrimination because of race, color, national origin, or sex may also constitute noncompliance with Title VI and Title IX.

In developing its standards for Title VI and Title IX compliance in the area of special education, the Office for Civil Rights has carefully reviewed many of the requirements for State plans contained in Section 613 of the Education Amendments of 1974 (P.L. 93-380), which amended Part B of the Education of the Handicapped Act.

Based on the above, any one or more of the following practices may constitute a violation of Title VI or Title IX where there is an adverse impact on children of one or more racial or national origin groups or on children of one sex:

1. Failure to establish and implement uniform nondiscriminatory criteria for the referral of students for possible placement in special education programs.

2. Failure to adopt and implement uniform procedures for insuring that children and their parents or guardians are guaranteed procedural safeguards in decisions regarding identification, evaluation, and educational placement including, but not limited to the following:

   a. prior written and oral notice to parents or guardians in their primary language whenever the local or State education agency proposes to change the educational placement of the child including a full explanation of the nature and implications of such proposed change;

   b. an opportunity for the parents or guardians to obtain an impartial due process hearing, examine all relevant records with respect to the classification of the child, and obtain an independent educational evaluation of the child;

   c. procedures to protect the rights of the child when the parents or guardians are not known, unavailable, or the child is a ward of the State, including the assignment of an individual, who is not an employee of the State or local educational agency involved in the education of children, to act as a surrogate for parents or guardians;

   d. provisions to insure that the decisions rendered in the impartial due process hearing referred to in part (b) above shall be binding on all parties, subject only to appropriate administrative or judicial appeal; and

   e. procedures to insure that, to the maximum extent appropriate, exceptional children are educated with children who are not exceptional and that special classes, separate schooling, or other removal of exceptional children from the regular education environment occur only when the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily.

3. Failure to adopt and implement procedures to insure that test materials and other assessment devices used to identify, classify and place exceptional children are selected and administered in a manner which is non-discriminatory in its impact on children of any race, color, national origin or sex.

   Such testing and evaluation materials and procedures must be equally appropriate for children of all racial and ethnic groups being considered for placement in special education classes. In that regard procedures and tests must be used which measure and evaluate equally well all significant factors related to the learning process, including but not limited to consideration of sensorimotor, physical, socio-cultural and intellectual development as well as adaptive behavior. Adaptive behavior is the effectiveness or degree with which the individual meets the standards of personal independence and social responsibility expected of her or his age and cultural group. Accordingly, where present testing and evaluation materials and procedures have an adverse impact on members of a particular race, national origin, or sex, additional or substitute materials and procedures which do not have such an adverse impact must be employed before placing such children in a special education program.

4. Failure to assess individually each student's needs and assign her or him to a program designed to meet those individually identified needs.

5. Failure to adopt and implement uniform procedures with respect to the comprehensive reevaluation at least once a year of students participating in special education programs.

6. Failure to take steps to assure that special education programs will be equally effective for children of all cultural and linguistic backgrounds.

School officials should examine current practices in their districts to assess compliance with the matters set forth in this memorandum. A school district which determines that compliance problems currently exist in that district should immediately devise and implement a plan of remediation. Such a plan must not only include the redesign of a program or programs to conform to the above outlined practices, but also the provision of necessary reassessment or procedural opportunities for those students currently assigned to special education programs in a way contrary to the practices outlined. All students who have been inappropriately placed in a special education program in violation of Title VI or Title IX requirements must be reassigned to an appropriate program and provided with whatever assistance may be necessary to foster their performance in that program, including assistance to compensate for the detrimental effects of improper placement.

Some of the practices which may constitute a violation of Title VI or Title IX may also violate Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), as amended by the Rehabilitation Act of 1973 (P.L. 93-516) which prohibits discrimination on the basis of handicap; and other practices not addressed by this memorandum and not currently prohibited by Title VI or Title IX may be prohibited by that Section. The Office for Civil Rights is currently formulating the regulation to implement Section 504.

School districts have a continuing responsibility to abide by this memorandum in order to remain in compliance with Title VI of the Civil Rights Act of 1964 and Title XI of the Education Amendments of 1972.

Martin Gerry
Acting Director
Office for Civil Rights

. . . first and most important is the assumption that the purpose of the conference is to change the behavior of the majority of the participants.

Conference Planning: In-service Training through Short-Term Conferences
Clinic Session Handout

Robert B. MacIntyre
Ontario Institute for the Study of Education

"I'd like to put that new idea to work in my school, but how can I get my teachers to use it well?" "With this change in regulations, most of our mentally retarded students will be taught by regular teachers. How can we train them to meet the educational needs of the retarded?" "I can't use the techniques I learned in college two years ago because the other teachers here don't understand them. How can I help my colleagues to catch up with the field?"

Questions and perplexities of this nature are expressed again and again to anyone working to improve education of exceptional children today. With the rapidly changing complexion of special education during the sixties and the changes predicted for the seventies, in-service training and professional skill improvement of various sorts have become crucial to the maintenance of adequate education for handicapped and special children. In addition, recent attempts to equip regular classroom teachers to work with children having learning problems, retardation, or emotional disturbance have generated a variety of in-service training efforts. At the same time, traditional teacher conferences or meetings with their series of lengthy lectures (with or without media) and prestigious panels have come under fire as having limited information-giving functions, showing no evidence of changing teacher behavior, and (perhaps most damning in the age of "hot" media) being just plain dull. Obviously, effective in-service and conference techniques need to be borrowed, developed, modified, and tested for the special education field (e.g., National Commission for Teacher Education and Professional Standards, 1965).

Basic Assumptions

Several basic assumptions underlie conference planning and management. First and most important is the assumption that the purpose of the conference is to change the behavior of the majority of the participants in some significant way. Participants should be able to do something which they could not do before or do something much better than they could before the conference. This assumption does not deny the validity of the information-giving conference but does suggest that the conference should proceed from information passing to actual use of the information by the participants. Since most of us read much faster than we listen and since conferences and meetings consume a tremendous number of professional days when each participant is considered, print media would seem better suited for simple information giving.

The second major assumption is that learning is an active, not a passive, function. For adults as well as children, most learning and change take place when the person is doing something and not when he is merely sitting and listening. Long years of college training have conditioned us to think that taking notes while someone else talks is enough activity to ensure learning, even after we've been in the field long enough to realize that much of our preparation to be teachers was neither sufficient nor particularly relevant.

The last assumption involves the notion that it is not enough just to help someone learn *how* to do something. He also needs to learn *to do* it. All of us probably know how to teach better than we do now, but we probably have not committed ourselves to implementing and maintaining such a technique. Therefore, a successful conference should provide opportunity for commitment to action and some means for support of that action.

Planning Stage

Statement of objectives. In planning a conference or in-service program in line with these assumptions, a critical first step is the clear statement of the objectives of the program. These objectives should be stated in terms of the desired behavior of the participants and should imply evaluation criteria where possible. A few examples might help illustrate this point.

> Participants will write specific behavioral objectives to implement goals drawn from existing guides.
>
> Each conference group will complete a list of essential functions for public school programs for seriously disturbed children.
>
> Participants will sequence selected materials from simple to complex and will interpolate necessary intervening learning tasks.
>
> Participants will list sufficient data collection procedures to accomplish the objectives of their evaluation, as previously stated.
>
> Participants will modify the room arrangement of their classrooms in ways which will facilitate multiple activities.

For purists, these objectives can be further refined to include statements of criteria and settings for observation. The important thing is that these are objectives which are behaviorally stated and capable of accomplishment.

Specific input. The specification of the exact information to be presented is the next planning task. While it may be gratifying to the ego to be able to throw out twice as many bits of information as anyone can take in, such ability is of limited value to the participants. Usually formal presentations should run no longer than 15 to 20 minutes. In that time it is possible to develop adequately one major point with a couple of subpoints, or possibly two major points. Where possible, these points are developed in writing in advance and are provided to the participants immediately after the presentation, thereby dealing with any variation in note taking or attendance.

Active learning. Since it has been assumed that learning occurs through activity, the conference must include some provision for tasks to be performed by the participants, and the specification of these tasks becomes a major planning function. They must be specifically stated, able to be accomplished in the time allotted (usually 10 to 30 minutes), and able to provide immediate feedback and confirmation where possible.

Two-part no-carbon-required paper has been used with good effects for preprinted task sheets. The participants are able to keep a copy of all their work, session by session, and the conference personnel also have a record of how each individual is doing. The importance of this feedback to the conference managers cannot be overemphasized. By using hourly task sheets, it has been possible to monitor the learning of up to 300 professionals and provide individual support where needed as well as to modify the formal presentations to illuminate points on which the majority of the group were not clear.

Conference Organization

Small groups. The actual conference, institute, or in-service program is usually designed to use small-group interaction as a major learning setting. These small groups, numbering between six and nine members, are structured shortly after registration and provide the place for individual discussion, questioning, idea sharing, and mutual support as well as become a relevant peer group for witnessing one's commitment toward a course of action. Group facilitators are usually chosen in advance, although some recent experiences suggest that conference participants can form themselves into ad hoc groups and successfully select their own facilitators. In any case, it is important that the first small-group session involve activities which will facilitate the rapid development of a group feeling of belonging and identification. Asking participants to relate some thing which has happened to them or to which they are looking forward or suggesting that they say something nice about someone else in the group or themselves can have the desired effect. Some of the communication games developed for small groups by the National Training Laboratories of the National Education Association are also useful (Burke & Beckhard, 1970).

Group facilitators, however chosen, need special support and training. They should be familiar with the tasks for each day of the institute and should get a chance to share their experiences with each other and the rest of the conference personnel. Where possible, one of the conference staff should be skilled in small-group dynamics and should be available to the group facilitators for consultation and intervention if needed.

Task oriented, time loaded scheduling. In scheduling the conference, a task-cycling pattern can be used effectively. This involves dividing the conference day into blocks beginning with a short formal presentation and followed by individual or small-group work on the relevant task for that time block. Then the cycle begins again. For example, at an institute devoted to improving classroom management skills among teachers of the educable mentally retarded, the following was the second morning schedule.

8:30- 8:50	Presentation on room arrangements for contingency management.
8:50- 9:30	Participants design room arrangements on task sheets.
9:30- 9:50	Presentation on selection of instructional materials and tasks.
9:50-10:30	Selection of materials by participants from lists to match tasks on task sheet. Group discussion of selections.
10:30-10:45	Morning coffee break.
10:45-11:05	Presentation on relationship of instructional objectives to necessary characteristics of materials and media.
11:05-11:45	Participant analysis of previously developed objectives to determine media requirements.
11:45	Lunch.

This rapid cycling between tasks performed in small groups and large-group presentation yielded several benefits. Participants were able to maintain a high level of attentiveness because they knew they would be immediately using information in the presentation and because they were not subjected to long periods of sitting without physical movement. The tight time schedule also provided a degree of pressure which kept groups on the topic and resulted in motivation to return to these activities, as is characteristic of incomplete tasks.

Concern for the Individual

Because this type of conference or institute makes unusual demands on the participant by asking that he demonstrate his newly acquired skills and competencies at each stage in the process, it is especially important that the conference organization and the conference staff demonstrate a concern for the individual and the effort he is expending. This concern can be shown in two formal ways and many informal ones.

First, it is important that sessions begin and end *on time.* When participants commit themselves and their time, there is an obligation not to waste their time or denigrate the persons by beginning sessions late or by extending them beyond the planned termination time. To end on time and not close out important interaction between participants and speakers, open interaction time should be allowed in the evening or at other times when participants may discuss an issue at length with a speaker or leader.

Another indication of concern for the individual is provided by having detail work, such as registration, information handouts, task sheets, room assignments, and equipment, performed well in advance and completely. Such detail work sometimes seems to be too trivial to be considered part of the professional responsibility of running an in-service program, but education, of all professions, should appreciate the importance of having done its homework.

Informal indications of concern for the individual are many and varied. In one setting it was possible to have the management provide a small basket of fruit in the rooms of the participants. It is usually possible to arrange for cocoa, punch, or tea in addition to the omnipresent coffee at break time. Fresh fruit in the afternoon is sometimes a welcome change from the doughnuts in the morning. Allowing sufficient time for a leisurely noon hour, if the conference is intense, or starting later in the mornings, if evening activities are irresistable and late, are ways of adjusting the in-service training demands to human needs. In the same vein, having teachers' classes covered for an hour in the morning for in-service training rather than holding the sessions after school improves the process and the learning. Some planned social activities can add significantly to the success of a two- or three-day program.

Conclusion

At this point, it is probably apparent that a good in-service institute or conference contains many of the same elements as does any good teaching program: (1) clearly stated objectives, (2) carefully selected procedures and techniques, (3) built-in feedback and evaluation for the conference staff, and (4) demonstrated concern for the individual.

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Burke, W. W., and Beckhard, R., eds., *Conference Planning.* (2nd ed.) Washington, D.C.: National Institute for Applied Behavioral Science, 1970.

National Commission for Teacher Education and Professional Standards. *Current Practices in In-Service Education.* Washington, D.C.: National Education Association, 1965.

Clinic Session Summary

Robert MacIntyre

Although the two clinic sessions covered material presented in the prepared handout and considered various aspects of the present conference as examples of different types of in-service training, two major points were raised which were not evident from the preplanned material. Rather than recapitulate the entire clinic session, this summary will focus on these two points.

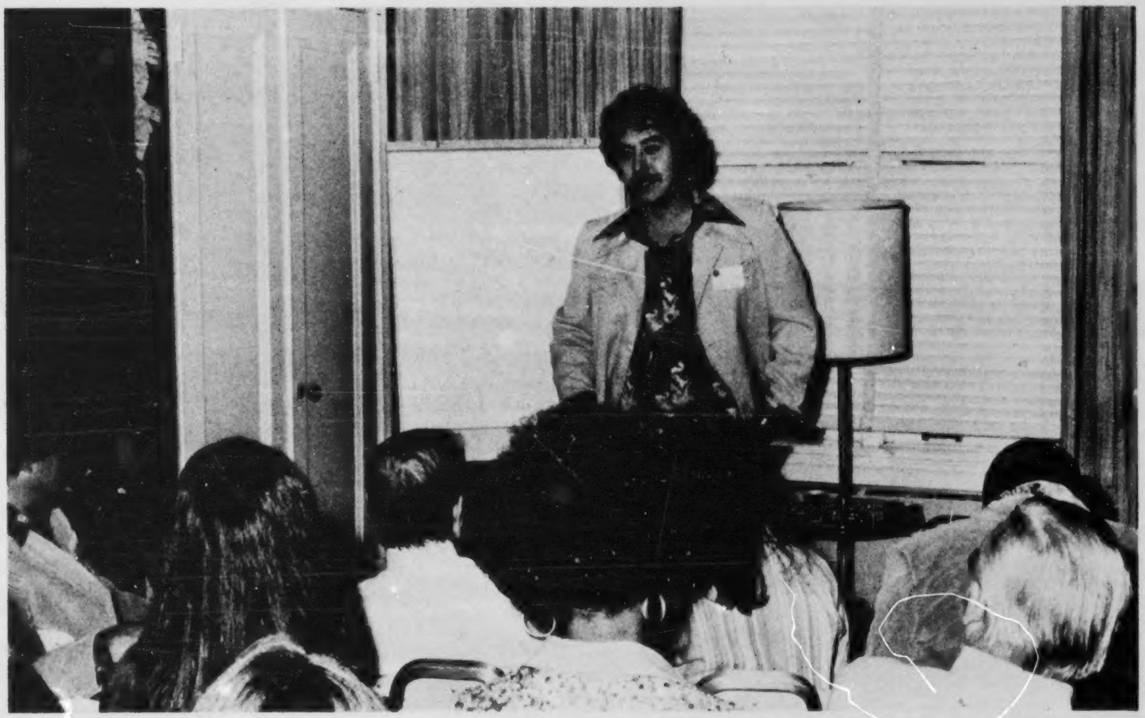
The first issue relates to the amount of novel material and the number of procedures which one can include in a workshop. In general, it is advisable to maintain a substantial amount of procedure and structure which has been tried in advance. This may be done by including presentations, types of group interactions, specific tasks, schedule of activities, etc., which have proved successful at previous workshops. In the case of novel material or approaches, it is advisable to pretest these on a group similar to that for which they are intended. The lack of adequate pretest for the simulation material used here was a case in point. The avoidance of too much novelty and untried material, however, must not be carried to the point that nothing new is tried or no new audiences are approached.

The second point of concern, which was emphasized by the present workshop, is involvement of the relevant stakeholders in the planning of the workshop to whatever degree is possible. Although there was considerable involvement of various stakeholders in the present workshop, including minority group representatives, this was not emphasized to all participants, and some groups were not involved, for example, American Native Peoples, retarded youth, and others who might have felt they had a stake in these proceedings.

Involvement of stakeholders in planning consists of several steps which could be added to the planning worksheets used at the conference.

1. Identification of stakeholders. Who is involved, affected?
2. Determination of appropriate degree of investment of various groups. For some segments of the stakeholder group a particular problem may be only one among many; for another the same problem may be central.
3. Establishing a degree of involvement in the planning. Participants may be involved, for example, as sources of information only, as members of advisory groups, in the review of plans, or in decision making.
4. Choosing means for collection of input data. Alternatives are through informal or formal questionnaire, notes taken at advisory meetings (Who does this?), recorded decisions, and so on.
5. Revision of plans based on stakeholder input.

In all of the above, it is necessary to establish and adhere to a reasonable time schedule for the completion of critical stages of planning. Otherwise individuals not having total responsibility for the activity are in a position to delay planning, of having a pocket veto in effect, or the conference might go on as planned with some individuals feeling that their input was requested but not used.



. . . a LESA [Limited English Speaking Ability] Chicano child may be English monolingual, Spanish monolingual, Spanish-dominant bilingual, English-dominant bilingual, or a balanced Spanish and English bilingual.

Issues Related to Assessment of Chicano Children
Clinic Session Summary
Ernest M. Bernal, Jr.

In discussing nondiscriminatory assessment, special concerns and considerations apply to the testing of children who are non-English-speaking, limited English speaking, and bilingual, for these children ordinarily represent populations which are not only culturally and experientially different but also linguistically distinctive. The applications of tests designed for the English monolingual child—and more specifically for the speaker of standard English—cannot be assumed to be equally valid for children whose competence in English is marginal at best and for children whose bilingual capabilities may vary from very rich to barely competent, from the standard form of the languages to a dialectical variation.

A useful concept for understanding the psychometric questions is that of *limited English-speaking ability* (LESA). A LESA Chicano child may be English monolingual, Spanish monolingual, Spanish-dominant bilingual, English-dominant bilingual, or a balanced Spanish and English bilingual. Competency or proficiency in English, not language dominance, is the issue here, for it is possible for a child to be both Spanish dominant and competent in English (as in the case of some gifted Chicano children). Furthermore, each of these categories is independent of normalcy; that is, language dominance is not to be confused with proficiency or normal language development. A particular child, for instance, may be dominant and proficient in Spanish but be appraised deficient on a test of language in English, while another Spanish-dominant child may be deficient in both. Clearly, different diagnoses are in order.

To complicate the matter further, Chicano children from the lower socioeconomic classes are frequently speakers of dialects of both English and Spanish and lack the experience to take typical standardized group or individual tests validly (much like black populations), particularly those which emphasize the extensive use of standard English or Spanish language stimuli or responses, such as tests of general mental ability.

This author's research indicates that a great source of measurement error exists in the testing situation itself, and that the result is lower scores on tests of important cognitive operations. To improve these results, this author tried several procedures which can be found in the literature on eighth-grade blacks and Chicanos prior to administering tests to them. These procedures were

1. Matching the examiner with the subject by ethnicity.
2. Organizing students into small groups for testing and warm-up.
3. Having the examiner spend a few minutes establishing rapport with the subjects by speaking the dialect or language with which they identified.
4. Preparing similar items for the subjects to practice on, giving them an opportunity to articulate why they answered in certain ways and giving them feedback on these items.

Many group and individualized tests can be adapted with some of these procedures without affecting standardized administration, and these tests are preferred over renormed tests or instruments which have been translated ad hoc. Whenever possible, children should be tested in both English and Spanish, but results should be interpreted cautiously. Adaptive behavior scales (such as Mercer's) may be used for additional data.

. . . because of these inadequate procedures of evaluating student abilities and student attainment literally thousands of Indian children have been put down, discouraged from aspiring to formal education, and brought to be ashamed of the culture to which they have historical allegiance.

Issues Related to Assessment of Native American Children
Clinic Session Handout
Gerald Hill
Bureau of Indian Affairs

PATTERNS OF STUDENT EVALUATION:

AN ALTERATIVE ASSESSMENT EXAMPLE FOR USE WITH INDIAN STUDENTS*

F. McKINLEY, EXECUTIVE DIRECTOR,
NATIONAL INDIAN TRAINING AND
RESEARCH CENTER, TEMPE, ARIZONA

J. M. HILL, PROGRAM COORDINATOR,
NATIONAL INDIAN TRAINING AND
RESEARCH CENTER, TEMPE, ARIZONA

T. F. SAUNDERS, CONSULTANT,
UNIVERSITY OF ARIZONA

R. F. BLAKE, CONSULTANT,
UNIVERSITY OF ARIZONA

JANUARY 1976

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*Adapted from materials developed by:
Dr. T. F. Saunders,
Dr. R. F. Blake,
Dr. C. S. Decker,
University of Arizona

I

HISTORICAL PATTERNS OF STUDENT EVALUATION*

The history of evaluation of students, in general, has:

°followed a pattern of measuring how many of the facts or data to which the student has been exposed have been retained, understood, and can be given back on an examination,

°been to use tests constructed by national commercial testing companies or agencies, and,

°been to assume that the tests of the data learning are an accurate measure of *what* students *can* learn.

Some of the implications of this conception of evaluation have been:

°tracking of students by ability (IQ tests) and unequal access to the curriculum for those students scoring in the top six stanines on national comparative tests,

°special education placement of many minority students whose educational problems in the open school systems have less to do with their abilities than with cross-cultural influences, and,

°that remediation is initiated prior to the initial learning accomplished for which the remediation is a cure.

Many Indian children for instance, have been:

°improperly identified as low ability and uncooperative students,

°placed in special education and "language incompatibility" programs due to the many cultural influences which may have precluded successful achievement in the public schools, and,

°given special assignments and considered remedial prospects, when these Indian students have not learned the material the first time through.

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*Presented at Conference, "With Bias Towards None," held at Atlanta, Georgia, January 18, 1976.

Because of these inadequate procedures of evaluating student abilities and student attainment, literally thousands of Indian children have been:

°"put down,"

°discouraged from aspiring to formal education, and,

°have come to be ashamed of the culture to which they have historical allegiance.

Indian children have often been considered as part of the "linguistic incompatibility" classification in schools where the curriculum is presented primarily in English.

The above error and others have been compounded when teachers and other professional school staff have not become informed about the variables which are of special importance to the different tribal nations.

Teachers and other professionals, for instance, who are not aware of certain taboos and cultural variables which influence the behavior and perceptions of Indian students, are poorly equipped to set educational procedures for those students. Just a few examples of these influences can be indicated in the Navaho's concern for dead animals, the general respect Indian children have for elders, the avoidance Apache students demonstrate for physical deformity, etc. These are many influences which are pervasive to different tribal nations. Those who would work with Indian students should know about and be able to work within these influences.

Some form of alternative assessment has been needed for Indian children whose school experiences often dictate the futures which are possible for them in an open society.

II

"ALTERNATIVE ASSESSMENT:" SOME CURRENT TESTS

There are several writers today who have addressed themselves to the alternative assessment problem.

> The B.I.T.C.H. test,[1] for instance is designed to assess the vocabulary of Blacks in terms of their cultural awareness in a way parallel to the use of vocabulary assessment of Anglos based on Anglo culture.

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[1] "Violations of Human Civil Rights: Tests and Use of Tests," Report of the Tenth National Conference on Civil and Human Rights in Education, National Education Association, 1972, pg. 17.

For example, the word "pick" is used in place of "comb." An Afro haircut would not need a comb. This Black Intelligence Test of Cultural Homogeneity is a plea for an equal chance in the game of evaluation. According to its author, a child who knows Malcolm X's birthday and the date of his assassination shows as much intelligence as the child who knows Washington's birthday. This test, then, wants to make the language of educational evaluation attentive to the cultural syndrome of Black culture.

Another attempt to produce clearer test results for minorities is the A.B.I.C. test of Mercer and Lewis. These investigators have tried to find a way to differentiate the mentally handicapped child from the minority child who merely tests as a retarded child. Adaptive behavior was conceptualized as an individual's ability to play ever more complex social roles in a progressively widening circle of social systems.[2]

The main point of the A.B.I.C. seems to be to compare the normal distribution curves of children in their own cultural habitat to the normal curve of the open society on items drawn from the open society.

If a child scores low on the test designed for his own system, he is probably mentally handicapped. However, if the child scores high on the test based on his own system and only normal or low on the open social norms, it can be assumed that he is quite bright and even gifted. The problem is ours as teachers.

These new tests are referred to here to indicate the emerging concern for children's school evaluations. They also point up two other more devastating questions:

(1) Are we clear about what "norms" mean and how they must be clearly used in all written materials evaluating students?

(2) Are we clear about what measurement means in terms of differentiating content items [3] and abstraction skills, models used in constructing measurement instruments and models for identifying thought patterns? [4, 5]

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[2] Taken from an unpublished pamphlet by Jane R. Mercer and June F. Lewis entitled "Adaptive Behavior Inventory for Children," 1972-73 Standardization Edition.

[3] It should be pointed out that it is never adequate to respond to a vocabulary item with a definition of the usage for the word. The classification of the term in a generic frame is the issue. Abstraction skills get the best score.

[4] Colleen S. Decker and T. Frank Saunders, "Some Theoretical Considerations of Measurement: A Philosophic Analysis," Proceedings of the Far Western Philosophy of Education Society, Pomona, California, 1972.

[5] Decker, S. Colleen, "Symboling: Thinking, Culture, and Alternative Assessment," paper presented to the Far Western Philosophy of Education Society, San Francisco, December 1973.

The major difficulties of these "alternative assessments" then, are to be found in their continuation of the basic theme that there is a norm or a base from which students can be compared with one another on different subject matter tests and on cultural items. Yet, what does it gain a student to learn to fit in his own culture as well as in the dominant culture in which he finds himself in terms of two different norms?

These "alternative tests" do explain whether a student is indeed a "low-achiever" on both tests formulated for two different "cultures." However *there are no instructional components established for correcting educational problems of the "low achievers."*

A different basis for evaluating for diagnosis and instruction is needed to assure each student of success in education and society. Non-failure evaluation must be designed to support each student in his search for self-respect and for success in the open market place of ideas.

III

ALTERNATIVE ASSESSMENT: A BASIC DESIGN AND AN ILLUSTRATION

Let us assume for a minute that each student has a *way of learning material*. Each student even has a way of not learning material. These "ways" can be defined as *learning habits*. Can we establish some simple but incisive ways of *diagnosing and instructing* students in terms of their *particular learning habit patterns?*

What is needed is a way of identifying the educational problems of children which does not punish them for language, culture, or motivational differences.

What is needed is a way of locating the learning habits and thought styles of children such that the success of the student in schools is assumed, by helping the student *learn to learn.*[6]

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[6] Saunders, T. F. with Decker, Colleen, Double Think, Farmington Press, Tucson, Arizona 1973.
Decker, Colleen, Saunders T. F., Title III, Learning to Learn Proposal, Tucson (Arizona) School District No. 1, 1974.
Blake, R. F., "Evaluation Report," Title III, Learning to Learn Project, Tucson (Arizona) School District No. 1, October 1975.
Decker, Colleen, "Model Meaning: Theory, Taxonomy, and Reconstruction," Unpublished Doctoral Dissertation, The University of Arizona, 1974.
Saunders, T. F. and Blake, R. F., "Evaluation: A Theoretical Analysis," Far Western Philosophy of Education Society, San Jose, California, 1975.
Saunders, T. F. and Spector, I. L., "Evaluation Design," FWPES, San Jose, California, 1975.

This concept carries with it the assumptions that:

°a student will *learn by selecting* a certain kind of material from the data to which the student is exposed,

°that the student will *repeat the same process of selection* time after time in different situations, and,

°that when a student can *identify for himself the way he selects material* and the student understands the options for the ways of selecting material, the student will learn in the usual sense of the word, more effectively.

The diagnostic/instructional strategies for implementing these learning habit identification procedures have been formulated and used in several different educational frameworks with students of all grade levels and with students representing a full range of cultural backgrounds.

While it is not within the parameters of this short statement to make an extensive presentation of this alternative assessment package, it is appropriate to present a brief explanation and example of how the diagnostic process is used.

The key to this concept is found in the assumption that students and people in general, may "prefer" to deal with one of three different kinds of data:

1. *Specifics, details,* or direct information.
2. *Connections between ideas,* critical reviews, interpretive concepts, or inferential meanings.
3. *Values,* grand scale perspectives, goals, or purposes.

The Learning to Learn pattern classifies each student's responses into one of the above categories. It has been found that each of us does indeed "prefer" habitually to focus on one of the above options, usually to the exclusion of the other two possibilities.

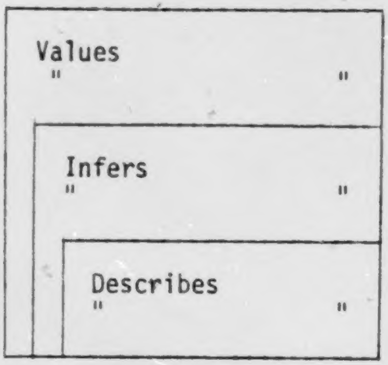
Students who have been "diagnosed" as forming their learning habits through one of the three emphases can be instructed rather quickly in the ways that they learn and in the possibilities of their *using one of the other emphases* as a basis for other learning situations.

Once a student can identify for himself the usual or habitual learning patterns he uses, it is but a short step to improving each specific learning attainment score. The *increased deliberateness* of facing a learning experience in addition to the idea framework of the three different emphases and all that they entail do produce for each student the ways he *learns to learn.*

Try an illustration at the second grade level.

°Situation: a student is shown a picture of something with which he is familiar.

°A form is used to record the kind of response given to the question of "what do you see here?"



°The form places the student's response in one of the sequences on the basis of the criteria set for each type of response, i.e.,

> Was the answer a *description* of the components of the picture such as "a boy," "a house," "an apple," "a tree," etc.
>
> Was the response an *interpretation* or an *inference* from the components of the picture such as "The boy is happy to be going home," "The weather is bad and the boy is unhappy because he wants to go out to play," etc.
>
> Was the response of a *value* type which places a special meaning on the picture such as "Everyone ought to get along and be nice," "The boy wants to cooperate because he knows we do best what we do together."

The diagnosis from this single example of this alternative assessment process is made when the student (from whatever culture, with whatever language, at whatever stanine) continues to respond on different tasks from one of these three emphases. Once a profile of the habitual emphases of performances is drawn, the student can be given tasks which *encourage a deliberate change in emphases* to different learning habit patterns, e.g.,

> A student can be asked to give only those responses that are appropriate to a given emphasis, i.e., details, inferences, and/or values. When the student "sees" the differences made in the scores on standardized tests he takes, this Learning to Learn is reinforced.

IN SUMMARY*

This example of the Learning to Learn diagnosis pattern illustrates one item used in a comprehensive system aimed at alternative assessment for students. It should be noted that the three emphases referred to in the assessment sequence seem to exhaust the posssibility of responses to material. Students can *decide, infer, or place values* on anything which they confront. For a student to know how to select an emphasis and to use the attending strategies for each emphasis is to:

°give a student a special purchase on *his own learning process,*

°*give a teacher direction* in instructional materials and teaching strategies, and to,

°*give the educational enterprise* a subtle reorientation in the ways of diagnosing and instructing children of all cultural and linguistic backgrounds in a non-failure, highly structured, educational pattern.

EPILOGUE

The importance of formulating cross-cultural educational patterns of instruction and evaluation which are non-threatening and highly motivating for students of all types cannot be stressed too heavily.

Education in our society should *assure each student open and easy access* to all facets of the school curriculum. Since assessment tends to establish the parameters within which educational delivery and materials are formed, the place of alternative assessment in the public schools must be increased and made as system-wide as possible. *Assessment is meaningless unless it is meaningful for those being assessed.*

---

*Extensive material and modules have been prepared and are being set into a composite package for use in all school situations.

. . . if one fails to recognize [the] cultural diversity [mentioned above] perhaps psychological damage will be inflicted.

Issues Related to Assessment of Asian-American Children

Clinic Session Handout

Toshiaki Hisama
Department of Special Education
Southern Illinois University at Carbondale

The problems in assessing Asian-American handicapped children are three-fold. First, there is a lack of cognizance regarding the diversity of the Asian-American group itself. Second, the structure of language in most cases is so unique that a bilingual approach applicable to other Indo-European languages may not be of use. Third, perhaps the impact of minority group status on Asian-American handicapped children will be greater on their social development than in the cognitive area.

Diversity

It is very little understood that the Asian-American group has a great deal of diversity within itself. A stereotypic notion is that they all look alike, and therefore, they think, behave, and act alike. In the United States, there are more than half a million Americans of Japanese descent, and the number of the Chinese Americans far exceeds that number. In addition, there are Koreans, Phillipinos, Indonesians, Thais, Indians, Cambodians, Pakistanis, Bangladeshes, Burmese, Vietnamese, and Micronesians. Granted that these people have commonality in their physical appearance, their cultures are so much diversified that it is almost impossible to generalize about them under one label of Asian Americans. Their languages, child-rearing patterns, attitudes toward education, achievement motivation, etcetera, are as much different as those between blacks in the United States and those in, for instance, Zaire.

It should be also pointed out that there is a great deal of diversity even within one ethnic group. For example, while the Issei (first-generation Japanese Americans) totally retained the culture from the old country, the Nissei (second-generation Japanese Americans) situated between the Issei and the Sansei (third generation) in terms of their cultural assimilation. The Yonsei (fourth generation) who are now reaching school age are totally "American," unlike the Issei and the Nissei, in that English is the only language they speak.

If one fails to recognize the cultural diversity mentioned above, perhaps psychological damage will be inflicted upon growing children.

Structure of Language

When assessing the minority group child for bilingualism, for instance, of English and Spanish, it is possible first to test his dominance in language and then administer the test in his dominant language. The Spanish version of the Wechsler Intelligence Scale for Children (WISC) is now available for this purpose. It seems to be a practice to take the higher score the child achieved if the test is administered in both English and Spanish.

In the case of Asian-American handicapped children, however, the situation is entirely different. The three Asian groups, specifically Chinese, Japanese, and Koreans, use Chinese characters which number approximately 6,000 and are committed to memory for everyday use. The number of characters used among the Chinese population is much greater. It is not uncommon to meet a person who is bilingual in oral language in, for example, both Japanese and English. However, it is extremely difficult to find one who can administer the WISC bilingually because of the language problem. This is particularly true when administering achievement tests in which the test administrator and the child must use Chinese characters. In practical situations, if the teacher has a child of whom she suspects pseudoneutral retardation because of language problems, she should seek a qualified bilingual tester, as must legally be done in the state of Illinois, or withhold diagnosis until pertinent information is obtained.

The Impact of Being Asian-American on Cognitive and Social Development

The existing literature, even though it is meager in quantity, indicates that the impact of minority group status on intellectual development is minimal. In most cases, extreme low scores are due to the child's unfamiliarity with the English language because of his recent entry into the United States. It appears that the effect of cultural deprivation and problems inherent in bilingualism do not play a crucial role in the case of blacks, Chicanos, and native Americans. The impact, however, seems to be greater on social development, in the motivational, emotional, and attitudinal areas.

As some investigators report, being a member of the minority group in terms of physical and psychological differences creates a crisis in identity. This is seen among the Yonseis; that is, while a member of this group regards himself as an American, in the everyday situations he encounters, he is treated as a foreigner. Also, the Japanese group in particular is known for its high achievement motivation. Parents tend to push their children to attain the higher social status. Pressured from outside and inside, these children often recognize a way to escape through flight to emotional disturbance and suicidal tendencies. There are some reports supporting the theory that frustration among Asian Americans tends to take the form of internal aggression. While it should be emphasized that the dearth of literature particularly in this area does not warrant generalized conclusions regarding social development, the development of the concept of self in terms of interests, attitudes, motivation, and emotions should not be dealt with in the same manner as that for middle-class white American. In the case of the handicapped Asian Americans, the problem becomes severe in that they must cope with general social adversities and their own physical and mental handicaps.

Clinic Summary

Toshiaki Hisama

In two morning sessions concerning Asian-American handicapped children, the following were brought up and discussed.

1. The diversity within the Asian-American group was discussed by this author in his problem statement paper and supported by practitioners who make daily contact with Asian-American handicapped chidren. Participants from Guam and Trust Territory Islands pointed out that in addition to dealing with diversified ethnic groups, they encounter such different languages as English, pidgin English, Japanese, Korean, Tagalog, Timorase, and Spanish.

Some unique cultural patterns in Guam and Trust Territory Islands were discussed. Traditional roles of female members place heavy emphasis on family chores rather than academic pursuits. A consequence of this sociological difference could be that girls tend to be academically retarded and will thus be recipients of special education services, although the matriarchal pattern seems to be breaking down.

In the case of some Oriental children, extreme shyness is noted. This is noticeable in the form of reticence; that is, some children speak only when they are spoken to. This may be mistaken for mutism in an extreme case. Differential diagnosis should be made by professionals before the child is placed in a special education class.

2. Psychological tests used for the diagnosis of handicapped children were discussed next. For intellectual assessment, the following tests are used for practical purposes: the Goodenough-Harris Draw-A-Man Test, the Raven's Progressive Matrices, Cattel's Culture-Fair Test, and the Bender Gestalt Test.

As discussed in Hisama's critique of the papers presented at the conference, there are problems in using the so-called culture-fair tests with minority group handicapped children. A group even suggested a moratorium on the use of standardized intelligence tests until appropriate unbiased instruments can be developed. The same suggestion can be made about the culture-fair tests, because they are not culture fair as the name indicates. However, it would be futile to wait for a culture-free or culture-fair test because of the very nature of the tests. Also, even though we can expect a better test in terms of culture fairness, special education services should be rendered to handicapped children while we wait for the test to be constructed. For all practical purposes, it appears that the tests mentioned by the participants are the ones generally used for the diagnosis of handicapped children. In the meantime, what the tester should practice is to be more keenly aware of cultural biases involved in a test and to eliminate these items from consideration for the final diagnosis.

This elimination seems to be practiced in Hawaii, Guam, and Trust Territory Islands. A participant mentioned that when using the Peabody Picture Vocabulary one must be cautious about its cultural bias. Plate 20, for example, shows a picture of a chimney, which most children on those islands have never seen.

Also, practical suggestions, in addition to the careful handling of test results, for the diagnosis of mental retardation were given by Dr. H. E. Somerville of Guam. It was suggested in case of doubtful test results because of the child's language problems to put more emphasis on teacher observation and whether other mentally retarded children are found in the family. The former suggestion is particularly plausible in that a well-trained, experienced teacher's judgment is as good as that of a diagnostician.

3. The assessment problems connected with the latest newcomers to this country, the Vietnamese, were discussed. This group is so new that there seem to be virtually no qualified persons to test children in Vietnamese. A participant mentioned that she had been asked to test a child simply because she was the only qualified bilingual psychologist (Spanish and English) in her school district. It was also mentioned that since Vietnam had been under the influence of French culture, some children are bilingual in Vietnamese and French. If this is the case, a qualified psychologist in French may be helpful. An interesting social phenomenon was that children from upper-class families had attended school where subjects were taught in French, creating a psychological caste system between upper-class and middle- and lower-class Vietnamese. Obviously, some Vietnamese children have brought with them the remnants of this system, making their adjustment to public schools difficult.

. . . complete descriptions of [the] program models are available in the collections of ERIC and the CEC Information Center.

Clinic Session Handout
Joan Bartel
MELRS, Chapel Hill

RESOURCES FOR NON-DISCRIMINATORY ASSESSMENT AND PROGRAMMING

EXAMPLES

FROM

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

AND

CEC INFORMATION CENTER

Complete descriptions of the program models are available in the collections of ERIC and the CEC Information Center. The numbers following each program report identify its location in RESOURCES IN EDUCATION (RIE), a collection of abstracts, and in the ERIC microfiche files available at most State Departments of Education and university libraries.

Descriptions of additional program models and resources for assessment and staff training can be requested from the CEC Information Center through its information retrieval services and publications.

PROGRAM MODELS FOR ASSESSMENT

DEMONSTRATION CENTER FOR LANGUAGE HANDICAPPED CHILDREN

Education Service Center, Region 4
Houston, Texas

Teter, Ralph O., Ed. Handbook: The Operation of Programs for Language Handicapped Children, 167p., 1973. ED 096 791
Describes all components of the program including needs assessment, screening and appraisal procedures and instruments, instructional materials and strategies, and staff development.

Teter, Ralph O. Research Monographs: Vol. 1, No. 1-10, 31p., 1973 ED 096 794
Evaluations of the program in terms of incidence, instrument selection, learner characteristics, use of media and teaching techniques and staff attitudes.

Miller, Max D. Research Monographs: Vol. 2, No. 1-7, 23p., 1973 ED 096 795
Evaluations of the program in terms of impact on child, staff roles and administrative attitudes.

Miller, Max D., Ed. Research Design and Results, 57p, 1973. ED 096 792
Evaluation of three treatments of LH children: regular class placement and provision of training and materials to regular teacher; regular class placement with resource room; and special class placement. Children in the regular class achieved less than "unidentified" children, but with specialized support, children gain more than the "unidentified."

CRISIS INTERVENTION PROGRAM

Educational Research and Development Center
State University of New York
Buffalo, New York

Dirr, Peter J. and Anderson, Sarah M. Design and Documentation of Improved Instructional Programs for Disadvantaged Handicapped Children, Final Report., 58p., July, 1974 ED 094 535

Describes a learning style inventory to diagnose and prescribe instruction at the primary level and the use of a computer for diagnosing needs and prescribing instructional programs in mathematics and language arts.

CHILD STUDY CENTER
Howard County Public Schools
8045 Route #32
Clarksville, Maryland 21029
Gertrude Justison, Coordinator

Little, Sara J. et al. Overview of the Child Study Center, Bulletin of the Orton Society, V. 24, p. 106-121, 1974.

An interdisciplinary diagnostic service for learning disabled children (k-3) which includes parent interview regarding developmental history, medical examination, psychological evaluation, speech and language evaluation, psychiatric evaluation, and visual examination and a training program for diagnostic/prescriptive teachers.

BEHAVIORAL CHARACTERISTICS PROGRESSION (BCP)
Santa Cruz County Schools
Santa Cruz, California

Guides for the Management of Special Education Programs.

1.0	Program Management System	ED 070 212
2.0	Procedures for Use of Task Base Composite	ED 070 216
3.0	Task Data Tables	ED 070 214
4.0	Behavioral Characteristics Progression	ED 070 215
5.0	Procedures for Use of BCP	ED 070 216
6.0	BCP Booklet	ED 070 217
7.0	The Project	ED 070 218
8.0	Appendices	ED 070 219

The management system includes tools for determining individual learner objectives, specifying manpower needs, evaluating staff performance, and program budgeting.

COMP (COMPUTERIZED OPERATIONAL MATERIALS PRESCRIPTION)
Cooperative Educational Service Agency 3
Gillette, Wisconsin

Peterson, Ludwig A. COMP (Computerized Operational Materials Prescription), 17p., ED 094 539

An individualized reading program for EMR students which provides teachers a record of reading skills mastered and not mastered and materials for subsequent instruction. This nationally recognized program has significant reading gains at a cost of $10 per pupil.

A SYSTEM OF MULTICULTURAL PLURALISTIC ASSESSMENT
Riverside, California

Mercer, Jane. The Pluralistic Assessment Project: Sociocultural Effects in Clinical Assessment, School Psychology Digest, V. 2, No. 4, p10-18, February, 1973.
Describes the development of culti-cultural pluralistic assessment norms for Mexican American, Black and Anglo children, ages 5-11.

Mercer, Jane. Crosscultural Evaluation of Exceptionality, Focus on Exceptional Children, V. 5, No. 4, p8-15, September, 1973.

Describes the development and use of the Adaptive Behavior Inventory for Children (ABIC) for assessing the abilities and exceptionalities for Mexican American, Black and Anglo children.

Mercer, Jane. Pluralistic Diagnosis in the Evaluation of Black and Chicano Children: A Procedure for Taking Sociocultural Variables into Account in Clinical Assessment. American Psychological Association Convention, Washington, D.C., September, 1971. ED 055 145

The study examines the effects of considering cultural factors, social adjustments and behavior patterns in interpreting clinical measures. Rediagnosis of 268 children using these procedures showed that 75% of these children would not have been placed in special classes if culture and adaptive behavior had been considered in their original evaluation.

Mercer, Jane. A Policy Statement on Assessment Procedures and the Rights of Children. Harvard Educational Review, V. 44, No. 1, p125-141, February, 1974.

PARENT/CHILD HOME STIMULATION "THE MARSHALLTOWN PROJECT"
Marshall-Poweshiek Joint County School System
Marshalltown, Iowa

Roecker, Vicky L. et. al. Behavioral Prescription Guide. Manual IIa: Communication. ED 079 918
Keiser, Arlene F. et. al. Behavioral Prescription Guide. Manual IIb: Motor. ED 079 919
Smith, Linda I. et. al. Behavioral Prescription Guide. Manual IIc: Social. ED 079 920
Donahue, Michael J. et. al. Home Stimulation of Handicapped Children; Parent Guide. ED 079 921
Donahue, Michael J. et. al. Behavioral Development Profile. Manual 1. ED 079 917

This program has developed behavioral objectives and strategies to aid parents in the prescriptive teaching of their handicapped children. Included are a training program for parents and a diagnostic instrument.

Clinic Summary
Joan Bartel

The basic objective of the clinic on information sources was to give participants an opportunity to examine some of the sources of information which are listed throughout the conference report. Copies of reference works, major papers, catalogs, and bibliographies were circulated for the information of the participants. The major information services and the procedure for using them were also presented.

To make the most effective use of the resource of the participants, the clinics focused primarily on discussion of resources known to them. In these discussions there was considerable interest expressed in ideas for identifying and using local resources. There was also a concern expressed about the use of the local learning resource system to disseminate resource information.

. . . one has to recognize that despite the dearth of instruments which could be considered adequate for evaluating the efforts of bilingual education programs and the learning process of bilingual Puerto Rican children, the need for evaluating these still remains.

Issues Related to Assessment of Puerto Rican Children

Clinic Session Handout

Olga Aran-Mendez
Agency for Child Development
New York, New York

METROPOLITAN READINESS TESTS

Tests Description and General Data

AUTHORS

Gertrude H. Hildreth
Nellie L. Griffiths
Mary E. McGauvran

PUBLISHER

Harcourt, Brace & World, Inc.

DATE OF PUBLICATION

1965

GROUP SIZE

A maximum of 15 pupils per group

ADMINISTRATION

Test is completed in three sessions. However, if the Draw-a-man test is given, another testing session must be planned for.

TIME REQUIRED

Approximately 60 minutes Item-by-Item timing required for tests 1, 2, 4 and 5. Separate time required for tests 3 and 6.

FORMS

A and B

FORMAT

A booklet with the 6 subtests made up of 106 items is provided.

GENERAL PURPOSE OF THE TEST: These tests "were devised to measure the extent to which school beginners have developed in the several skills and abilities that contribute to readiness for first-grade instruction and to provide teachers with information helpful in classifying students. The authors' contention is that the most important elements for success in the first grade are the following ones:

1) Comprehension and the use of oral language
2) Visual perception and the use of oral language
3) Auditory discrimination
4) Richness of verbal concepts
5) General mental ability; capacity to infer and to reason
6) Knowledge of numerical and quantitative relationships
7) Sensory-motor abilities of the kind required in handwriting, writing of numerals and drawing
8) Adequate attentiveness; the ability to sit quietly, to listen and to follow directions

GROUP TO WHICH TESTS ARE APPLICABLE: Designed for testing pupils at the end of the kindergarten year of the beginning of the first grade.

DESCRIPTION OF THE SUB-TESTS:

Test 1: Word Meaning - "A 16-item picture vocabulary test." The child marks from three (3) pictures, the one that corresponds to the word the examiner names.

TIME: 15 seconds MAXIMUM SCORE: 16

Test 2: Listening - "A 16-item test of ability to comprehend phrases and sentences instead of individual words." From three (3) pictures, the child marks the one which best fits the situation described by the examiner.

TIME: 15 seconds MAXIMUM SCORE: 16

Test 3: Matching - "A 16-item test of visual perception involving the recognition of similarities." The child marks the one of three (3) pictures which is similar to a picture presented by the examiner.

TIME: total subtest-5-1/2 minutes MAXIMUM SCORE: 16

Test 4: Alphabet - "A 16-item test of ability to recognize lower-case letters of the alphabet." The child marks the letter named by the examiner from among four (4) letters.

TIME: 10 seconds per item MAXIMUM SCORE: 16

Test 5: Numbers - "A 26-item test of number knowledge." The test measures knowledge of numbers ranging from simple recognition of a written number to simple arithmetic computations.

TIME: 15 second per items MAXIMUM SCORE: 26

Test 6: Copying - "A 14-item test which measures a combination of visual perception and motor control." The child is asked to copy a series of figures.

TIME: Total subtest - 7 minutes MAXIMUM SCORE: 14

Test 7: An "optional test Draw-a-Man", provides an index of intellectual maturity. This is an adaptation of one drawing from the Goodenough-Harris Drawing Test, published in 1963 by Harcourt, Brace & World Inc. The child is asked to make a picture of a man. The key for scoring the test and the directions are provided in test manual.

TIME: 10 minutes MAXIMUM SCORE: Defined criteria for categories ranging from Category A (Superior) to Category E (Inmature).

TEST CRITIQUE IN TERMS OF ITS ADEQUACY IN ASSESSING THE PUERTO RICAN CHILD:

The comments which follow represent an effort to answer the following questions:

1. Is the MRT an adequate instrument to measure the readiness of a Puerto Rican child to do first grade work?
2. How will the use of the test results affect the educational progress of the child?
3. Will the use of test results provide needed and valuable information to the teacher to help her or him plan appropriately to make certain that the Puerto Rican child will acquire the necessary skills to succeed in doing first grade work?

Is the MRT an Adequate Instrument to Measure the Readiness of a Puerto Rican Child to do First Grade Work?

The first reaction after reading the test manual of the Metropolitan Readiness Tests and after going through the entire test is a very positive one. The main point that comes across is the authors' great efforts and technical skills involved in revising these tests. The professional work is evidenced in the concise, detailed and readable information provided in the test manual with respect to how the tests were constructed; standardization and validation procedures followed; specific instruction for administration, scoring and the use of the test results.

A positive innovation with regard to how the test results should be used has been made by the authors. Besides emphasizing the fact that the total scores should be used rather than the scores of the sub-tests (their shortness produce low reliabilities); the authors, in assigning five letter ratings (A, B, C, D and E), and setting them up in terms of standard deviation distances to the raw scores; have enhanced the interpretability of the test results.

However, a second look at the manual and tests from our stated frame of reference dissipates that first impression. The reader will, hopefully, agree with the reviewer after the initial discussion of two main points.

First, the author's definition of readiness underlying the MRT is "that of attainment of a sufficient degree of maturity, proficiency, or skill in a variety of abilities, all of which have a part to play in facilitating the child's successful progress through the work of first grade." The main assumption here is that the best predictor of achievement in first grade work is the child's present level of functioning based upon the interaction of maturation and past learning. The stress is placed on past achievement, not on present level of functioning.

The second point has to do with the authors' description of the typical pupil who was included in the national norm group: "In summary it may be said that the typical pupil in this group lived in a community of 35,000 population, and one in which the median level of schooling just missed high-school graduation (11.6) years"; and one whose "first-grade class was of 28 pupils, and he had been a kindergarten (nursery school) attendant for half-day sessions over a period of about a year".

If the premise, that child care practices have an effect in the kinds of learning experiences that any child is presented with is accepted as reasonably valid; it follows that since child care practices vary across socioeconomic levels, as well as across cultures; the expectation, then, is that any claims made by any instrument measuring readiness to do first-grade work (as defined above) must apply only to those groups of children on which there is reliable data as to what their past learning experiences or achievements have been; and the cultural context in which they took place. The MRT fails to do just that as it pertains to the Puerto Rican child.

First of all, from the point of view of those variables such as parental level of education and income (which can be fairly well inferred from level of education) the Puerto Rican child could not possibly be considered to be a member of that group of children described above as "typical." The reason is very simple. Statistical descriptions of the Puerto Rican population in the country appear to agree in their findings; namely, that the Puerto Rican group as a whole is below the national norm in terms of income as well as educational level. These variables define different kinds of learning experiences or past achievements for children; and they are considered crucial for a child to attain readiness as already defined by the authors.

Furthermore, the typical Puerto Rican child also differs from his or her Anglo "typical" child's description offered by the authors of the MRT because vast numbers of Puerto Rican children enter the first grade without benefit of the past learning experiences provided by attendance in kindergarten or nursery educational programs. Test 1 of the MRT, Work Meaning, "measures the child's store of verbal concepts"; the "words are chosen mainly from standard kindergarten and primary word lists"; and "it provides for a representation of this general mental maturity in the total readiness score". Would it be far-fetched to infer that kindergarten and or nursery school attendance might have provided any child with at least some familiarity with some of those words and thus, might have helped increase "his store of verbal concepts"?

The MRT definition of readiness to be successful through first grade work as it overemphasizes past learning or past achievement is valid but for those children who had the opportunity to participate in at least some of those experiences considered conducive to making that acquisition possible.

This is not the case in terms of the Puerto Rican child. Therefore, test results of the MRT must be considered invalid for the Puerto Rican child due to his or her lack of meaningful representation with respect to those variables that have been taken into account to represent other children in the normative sample; and consequently, inferences of any kind about his or her readiness level are invalid.

Language and the Content of Items:

The MRT validly purports to measure in English certain abilities which are important for any child to have developed to be able to succeed academically in first grade work in Anglo schools. This, again, is not being questioned. The point is, however, that to infer readiness to do first grade work form tests scores obtained from a test which measures the desired abilities in a language which the child does not speak, understands or comprehends with the required level of competency, is absurd; especially when the two languages, (i.e., Spanish and English) possess such opposite phonetic systems. This is bound to affect the Puerto Rican child's performance in terms of marking an incorrect answer because of that factor, rather than providing the desired information as to whether or not the child has knowledge of the word, or has acquired the specific concept in question.

Content analysis of the items included in Test 1, will suffice to highlight the deficiences of the MRT with regard to language and cultural relevance. This will be highlighted by imagining the approach possibly followed by an average Puerto Rican child entering the first grade or kindergarten; who comes from a working class home where Spanish is the language spoken. Out of a maxmimum score of 16, this child, if he has acquired some passing-by knowledge of English and is "ready" will be able to mark correctly very few items.

TEST 1: WORD MEANING. "MARK (with an X) the ______________".

Item 1. moose (other two choices are a picture of an ape and one of turkey). The average Puerto Rican child has not even heard that word. If the child suddenly becomes testwise when confronted with this item, he might eliminate turkey because this animal is most probably known to him (both in English and Spanish); then might proceed to eliminate the picture of the ape (probably known to hom as gorilla); and then mark the right answer. He is provided only with 15 seconds to go through those mental operations!

Item 2. globe (a picture of a pair of gloves and of a stove). The likelihood here is that the child will mark gloves as the correct answer. This is accounted for in terms of the phonetic differences involving the letters B and V in English and Spanish. In the latter language the phonetic sound in everyday speech between the two consonants is practically nonexistent.

Item 3. collie (picture of other two kinds of dogs). If the child watches American T.V. programs at home, he might mark the correct answer if he relates the picture of the collie to Lassie.

Item 4. walnut (pictures of two other kinds of nuts). The child might have heard the word in relation to a kind of wood used to make furniture, but this will not be of help to him. Most probably he knows the wood in Spanish (i.e. nuez) since this walnuts are available in most Puerto Rican homes during the Christmas holidays, but this again will not help him because he does not know the English word for it. He will probably mark any picture at random.

Item 5. yarn (picture of a spool of thread and of a thimble). The child might choose at random either the spool of thread or the yarn. If he marked the correct answer, the yarn, he would be doing so not because he is thinking in terms of wool yarn per se but because he has probably seen at home the thread used for embroidery, and this is wrapped in the same way as wool is except for the fact that the package is smaller. At home, he has also seen the spool of thread and probably heard in Spanish hilo de coser (thread to sew) and hilo de bordar (thread to embroider). Sewing and embroidering, besides crocheting, are common activities in which Puerto Rican housewives frequently engaged in. The thimble is not as frequently used except by expert seamstresses.

Item 6. pilot (astronaut and a picture of a stewardess). Knowing the word in Spanish "piloto" (pronounced in English "peeloto") will not help him much to mark the correct answer. He probably knows "astronaut" from watching T.V. This word is very similar in Spanish, i.e. "astronauta". The child will not mark "astronaut" because he did not hear part of that word, "astro"; he will not choose the stewardess because if he has traveled to P.R. (anyone of his relatives must have), he probably has heard the word in English and "camarera" in Spanish (instead of "azafata"). Thus, he probably ends up marking the correct answer, "pilot", if he draws from "peeloto" to "pailot" receiving the cues to do so from the letters p and t, common to both words.

Item 7. aquarium (holding a spade as if he had been digging and a bird cage). This word is very similar in Spanish, "acuario". The child has probably heard the word from a visitor or a relative at home but in terms of the sign of the zodiac. As a matter of fact there is a famous Puerto Rican artist who has a T.V. program where he discusses at length the signs of the zodiac and the horoscopes. Most Puerto Ricans in N.Y. watch this weekly program. The child might relate the water in the picture to what he had heard in the T.V. program and ends up with the correct answer; after eliminating the bird in his cage (the most familiar item to him), since many parakeets are allowed as pets in the low income projects. The word "aqurium", must also be said, is too middle class for the Puerto Rican child being described as "typical."

Item 8. stone house (a brick house and shingled house). The child would probably be lost in terms of not knowing what to mark here because of the similarities of the drawings representing the kinds of houses which he has seen here. In P.R. most houses are made of concrete. Even if he understands the word "stone house", there is a strong possibilty that any of the representations would be houses made of stone. He would probably choose to mark at random any of the pictures.

Item 9. compass (hammock and a painting on an easel). This is another middle-class word. The child would probably react to "compas" which in Spanish means rhythm; might eliminate the hammock because he knows the Spanish word for it, and reject the painting because he knows it is a "cuadro" or a "pintura"; and would not know what to do with the representation of the compass, might think it is a watch and this does not help either. However, he might mark it correctly out of sheer luck.

Item 10. moccasin (an eagle and a duck). The child will probably mark this one correctly knowingly because the word is very common among Puerto Ricans in N.Y. and in P.R. (moccasins); after eliminating the other two representations, he might think the eagle is a pigeon, and he knows the duck through Donal Duck; in any event, he will be able to know they are birds while moccasins are shoes.

Item 11. knitting (weaving and embroidery). He definitely does not know the word "knitting" in English. He would reject the first picture, would not know what to call it neither in English or Spanish; he has probably seen his mother or a friend crocheting but not in the same manner in which it is represented as knitting in the picture; might end up relying on what is more familiar to him regardless of the word the teacher says and marks embroidery.

Item 12. tobaggan (sleigh and a wagon). Most Puerto Rican children have not heard this word, which again happens to be very middle class, but for English-speaking middle-class children and adults. He might relate the phonetic word ending gan with the ending of the word "wagon" and thus, mark the wagon and forget about the other two representations which make no sense to him.

Item 13. spectacles (a rocking chair and a spinning wheel). This is another very middle class word. The child knows the representation, might know glasses in English and "lentes or espejuelos" in Spanish; knows "sillon" for the rocking chair; but probably did not know that such a thing called spinning wheel existed. Most likely, he will mark any picture at random.

Item 14. blueberry (a strawberry and a raspberry). The child might think of a cherry and mark the right answer. It would be very difficult for our child to make the mental operations of choosing one out of a sub-class when the stimulus presented is one which is quite alien to him (in most Puerto Rican homes berries is not a common fruit). The child might be able to engage in the same kind of mental operation required by this item if the three pictures were an orange, a lime and a lemon.

Item 15. umpire (a catcher and another baseball player). The child might have this one correct after he marks any one of the pictures at random because all of them are baseball players.

Item 16. hoof (a horseshoe and a loop). The child probably will mark the loop, basing his choice on the similarity of sounds of hoof and loop. In addition, he is familiar with the representation of the loop because at one time it was a familiar toy in the neighborhood i.e. hoola hoop.

Our "typical" child's score in this test would be 5 (after some liberal scoring). This would be converted in a letter rating of D, which would classify him in the category of low normal. The teacher would group him or her accordingly for instructional purposes. The point here is that the performance score of this child would not be helpful to the teacher. What it would do is provide misleading information about the child's readiness to do first grade work. Both the teacher and the child would be loosers from the point of view of the educational process.

A cursory analysis of other tests provide the same picture as the one described above. The two most penalizing factors are language and the quite consistent trend of measuring mental processes through content unfamiliar to the Puerto Rican child. Few examples follow:

TEST 2 - LISTENING: Item 2 "Put your finger on the next row. Mark the picture that I tell you about. In the fall, Father rakes the leaves and burns them." Our "typical" Puerto Rican child does not know the verb rake; and the word "fall"; if he knows it in English, his knowledge of the word is probably associated to the act of falling than to a specific season of the year. It is this kind of language "handicap" which he would have to overcome to mark the correct answer. This child is able to listen, but listening to this item will not help him to perform.

In relation to the cultural relevance of this specific item, the choice of pictures offered as: a man raking leaves, standing next to a pail from which smoke is coming out; a man dumping leaves from a small garbage can into a larger one, from where smoke is coming out; and a picture of a man throwing papers inside an incinerator, from which smoke is also coming out. Our child who probably lives either in a low income housing project or in a tenement, but certainly in a ghetto, would choose either the second or third alternative. This kind of activity is certainly one which the Puerto Rican child would not see his father engaging in.

TEST 3 - MATCHING: "seeks to get visual-perceptual skills akin to those involved in discriminating word forms in beginning reading skills." The items here appear to be adequate to be used with our "typical" Puerto Rican child. These items appear to measure what the authors intended to measure and the pictures are clear, uncluttered and attractive. However, the instructions seemed a bit too difficult to understand or confusing for the Puerto Rican child.

TEST 4 - ALPHABET: The authors contend that this test has shown to be the best predictor of success in the early grades and that it measures "the ability to recognize letters of the alphabet when these are spoken by the examiner". The Puerto Rican child will have difficulty in identifying the alphabet letters in English. The authors' statement in the manual is self-explanatory in terms of how this test would apply to a Puerto Rican child even if the question of language is left unmentioned: "Even a test made up exclusively of recognition of lower-case letters is rather easy for typical first-graders. Pupils making low scores on this test apparently are those who have had very little encouragement to attend to any of the formal characteristics of words, and are in need of special assistance in this respect."

TEST 5 - NUMBERS: The kinds of numerical knowledge demanded of kindergarten or first-graders appear too difficult for them. It would be expected that these children would be learning most of these arithmetic operations during the first grade school year. This test seems to measure that knowledge which a first-grader has, after finishing his first year in school.

It appears that the MRT is an inadequate instrument to be used to measure the readiness of a Puerto Rican child to do first-grade work. In an excellent review of the MRT published in the Seventh Mental Measurements Yearbook, Harry Singer agrees with the feelings of this reviewer:

> Teachers should be aware that bilingual children are likely to be handicapped on the MRT, even when given in the other language because bilingual children tend to be deficient in both languages. Also, the evidence indicates that the predictive validity coefficients for Blacks vs. Whites are similar, but low socioeconomic status is associated with less reliable scores on the MRT. However, readiness level on the MRT may be improved as a result of reading instruction given in the kindergarten.

In summary, it is not only the language factor which invalidates these tests when used with Puerto Rican children, but it is also the irrelevant context of the items, as well as the items biased in favor of children who had the opportunity to participate in those learning experiences related to the definition of readiness posed by the authors of the MRT.

THE USE OF TEST RESULTS:

The other two questions posed in the beginning of this review relates to the use of test results: a) how do these affect the educational progress of the Puerto Rican child?; and b) will the test results provide the teacher with valuable information to plan effectively and thus, insure that the Puerto Rican child will acquire the necessary skills to succeed in doing first-grade work? A discussion of these follow.

The authors state in the manual that these tests were designed to measure readiness of children to do first-grade work; and to "provide a quick, convenient, and dependable basis for early classification of pupils, and thus, helping teachers manage the instructional effort more efficiently."

It has been acknowledged by experts in the field that the MRT is a good predictor test of academic success in first grade for the children that these tests are geared to, that is, for the kinds of children who are meaningfully represented in the standardization sample. But for children belonging to the lower socioeconomic class, the MRT has been found to be deficient in measuring their readiness to perform in first grade.

If one considers that the "typical" Puerto Rican child is a member of such economic class; and also is penalized by his lack of knowledge of English; then it follows that his or her test score is doubly less valid and less reliable for measuring his or her readiness. The question, the must be: What kind of an inference can be made in interpreting this child's score on the MRT? The answer is that he is not ready for doing first-grade work. The educational decision which will probably follow this finding could be any one of the following: a) he will be possibly grouped in a class of slow learners; or b) might be referred by a conscientious and well meaning teacher for further psychological testing; and or c) the child might be retained in kindergarten or first grade. All these possibilities will implement a policy of educational postponement which has been a result of the concept of readiness linked to maturational factors in past educational practice. Actually educational postponement for the Puerto Rican child has been reality (for a long while), since the educational establishment has, in good faith, tried to cope with the fact that his child is not learning, as expected, in the public school system.

The policy meant that since the child was not ready to learn, he had to be segregated to teach him English as a second language under the supposition that once he learned English, he would be ready to learn school work. Readiness to learn was exclusively tied in to the knowledge of English. Motivational factors associated with this educational policy has been ignored.

What stands out is the fact that our "typical" Puerto Rican child's score in the MRT could correctly mean that he is not ready to do first-grade work in a language in which he has not developed the required skills for performing. But since teachers are able to pick this fact up, as well as other behavioral indices of inmaturity during the first weeks of classroom instruction, the conclusion that follows is that the MRT test results are not providing any new valuable information of help to her.

In addition, what is being ignored is that this child could very well be ready to learn subject matter in his own language; or could be helped to attain readiness faster through the provision of the needed learning activities in his own language regardless of what are the assumed language deficiences he might have in his mother tongue.

The following data collected from a public school system in Brentwood, L.I. shows the inadequacy of the MRT in measuring readiness in Puerto Rican children. Although the sample is not a large one; and although there is no information on the educational policy (if any) followed with these children once the test results were available to teachers; the data highlights the point in discussion.

The MRT was administered to 40 Puerto Rican children in six elementary schools. The table below shows the letter ratings distribution of their scores.

MRT (Total Test Scores)	Number	Letter Rating
80	1	A
72 - 75	2	B
45 - 61	13	C
26 - 44	17	D
11 - 23	7	E
Total N =	40	

In the test manual, the authors describe the significance of the letter ratings as follows: (Only descriptions of letter ratings C, D, and E are reproduced because of their implication in terms of educational policy).

Total Score on MRT	Letter Rating	Significance
46 - 63	C Average	"Likely to succeed in first grade work. Careful study should be made of specific strength and weaknesses of pupils."
24 - 44	D Low Normal	"Likely to develop difficulty in first grade work. Should be assigned to slow section and given more individualized help."

Total Score on MRT	Letter Rating	Significance
Below 24	E Low	"Chances of difficulty high under ordinary instructional conditions. Further readiness work, assignment to slow sections or individualized work is essential."

Out of these 40 children, 60% or 24 chidren would be classified as dull normal or low. The educational policy recommended for them is placement in slow learning classes: and for 7 of those children (E) further readiness work. It appears that normal distribution of intelligence does not apply to the Puerto Rican group if the above results are taken seriously, in terms of the adequacy of the MRT as an adequate instrument to measure the readiness of the Puerto Rican child to be able to do first grade work.

Clinic Session Summary

Olga Aran-Mendez

It is pertinent to make some comments which, although general in nature, are related to the task at hand. The comments will be cushioned on the premise that bilingual educational programs represent equal educational opportunities for the bilingual child. In addition, it would be imagined that as a result of total acceptance of this premise, educational bilingual programs have been made available to every bilingual school-age child throughout the country.

First, all instruments used to evaluate and consequently place Puerto Rican children are standardized tests. As a rule, the student whose mother tongue is Spanish has not been represented in the samples used to standardize the instruments. The implications of this are varied. From the start, the evaluation of bilingual programs and/or bilingual children is hindered because the instruments used to measure achievement and other program effects which result in placement decisions are neither valid or reliable for the Spanish-speaking pupil. The situation is such that, on the one hand, bilingual programs formulate objectives which are specifically geared to the Spanish-speaking child's educational needs; but on the other hand, these objectives are evaluated with instruments specifically designed to measure the achievement and abilities of the monolingual English-speaking American middle-class child.

Second, the standardization process most commonly used is in terms of grade norms which are hopefully based on representative samples throughout the country. These norms are again inadequate because schools vary with respect to the expertise and experience of the teachers, the quality of the educational programs, monies spent per pupil, and other factors. Thus, bilingual programs which as a rule are housed in the poorest districts and are instituting a different kind of educational program are being compared with equally poor schools or with better schools instituting educational programs other than the bilingual ones. The important thing here is that the bilingual schools are being represented in terms of factors other than the main one, which is bilingual-bicultural educational programming.

Third, bilingualism as a process has not been taken into consideration with regard to its relation to achievement and the mental ability of the Spanish-speaking pupil. This is a legitimate oversight on the part of test constructors because their instruments were designed for Anglo-monolingual children.

What is not legitimate, however, is either to use those instruments to evaluate the effects of bilingual education or to use them to evaluate the achievement and abilities of the Puerto Rican child. The reason for this is that pertinent answers to such questions as: (1) How effective has the teaching been? and (2) Which pupils have failed to learn what has been taught?—will be misleading. They have to be because the standardized tests are based on a general curriculum geared to the English-speaking American child, and therefore these tests do not fit the specific learning experiences being provided within the curriculum of bilingual educational programs. Consequently, their use is most inadequate for the pupil, the school, the bilingual programs, and in general, for the educational process as a whole.

Concerning the validity of the standardized instruments, another pertinent point must be made. As a rule their validity is legitimately questioned due to the lack of representation of the Spanish-speaking child in the samples used to standardize these instruments. At present a trend has been established among test constructors in correcting this flaw and, therefore, Spanish-speaking pupils are being included in the samples. However, the point which must be made is that sheer representation in the sample will not necessarily insure the validity of the tests. The question of whether the instruments are culturally relevant in terms of content has to be dealt with.

Although one acknowledges this situation, one has to recognize that despite the dearth of instruments which could be considered adequate for evaluating the effects of bilingual education programs and the learning process of bilingual Puerto Rican children, the need for evaluating these, still remains.

Basically, this problem is being resolved by the educator either taking the position that because of the previously cited reasons, bilingual programs and children should not be evaluated with the existing standardized instruments, that is, testing should wait until such time as adequate instruments are developed; or that evaluation should proceed, as it has in the past, using existing instruments because these are the only ones available and that, in order to maintain the validity of the instruments used, the bilingual child's performance must be interpreted according to the provided norms.

The above dichotomy indicates that the problem is being dealt with unrealistically. It is felt that the highest priority should be placed on developing the greatly needed instruments. However, until such work is done, a more realistic and fruitful approach could be employed in dealing with the evaluation process. This would entail using some of the best instruments following specific recommendations which would be based on knowledge of the test and its cultural relevance to the Puerto Rican child and interpreting its results accordingly. Sound recommendations for the use, administration, scoring, and/or interpretation of tests could provide a way to offset some of the instrument's biases and would provide some valid information about the pupil for the teacher to be able to guide his learning process. Since most instruments are invalid for measuring the abilities and achievement of these children, the question of tampering with the test's validity because of the recommendations would not hold.

Another alternative is also available. It has to do with the great progress which has been made in bilingual educational programs in relation to the formulation of long- and short-range educational goals. Most projects consistently express or translate their objectives into behavioral terms to insure that the skills are measurable. Thus, it appears that greater sophistication has been developed in this area.

For example, in reading practically everyone realizes that if the terminal behavior has not been described, there is no specification as to the criteria of acceptable performance. The problem of evaluation being discussed could very well benefit from such expertise. The thing to do next is to use behavioral objectives maximally as diagnostic tools which in the final analysis could be supplemented with some standardized instruments.

The greatest justification for using behavioral objectives in this manner is the fact that they are based on local curricula and consequently, are able to provide a more realistic reflection of what the pupil has learned as well as what he must attain. Furthermore, the teachers would then be in a better position to plan. These suggestions or quite modest recommendations could be instituted until adequate instruments are constructed. They are viewed as necessary in the light of the harmful educational placement and intervention decisions which involve the daily lives and futures of Puerto Rican children throughout the country.

The Use of Achievement Tests in Bilingual School Programs

All schools must be concerned with the questions of formulating and instituting policies which guide the use of achievement tests. Although they must decide which tests should be chosen, what to test for, and when to test, the main concern in terms of policy relates to the question of how to use the test results. In fact this issue is so important that it is at the center of the present argument with respect to the culture-fair tests controversy (Thorndike, 1971; Darlington, 1971).

It is generally acknowledged by individual educators that the most important function of a test is to improve the educational program. It has also been acknowledged among educators that the most important function of a test is to obtain all possible information about the learner so that his learning could be guided and his growth promoted. Schools, as a rule, stress also those educational objectives which are their major preoccupations whenever they engage in wide testing programs. In the same vein, bilingual projects as well as bilingual schools must stress those objectives which are at the center of what bilingual education really is and means. It is here that long- and short-range objectives must be specified and related to the instruments to be chosen and/or developed to meet the educational needs of the bilingual child. Keeping this in mind, one must realize they are not necessarily the same objectives as those stipulated for other children in other schools with other kinds of educational programs. This diversity might necessitate formulating an educational philosophy for bilingual education per se.

The existing tests could be used to guide the pupil in his learning within the context of a clear definition of what bilingual education is, what its objectives are and how education should meet the bilingual child's intellectual, psychological, and social needs. In relation to this, certain questions must be formulated. Do we look at bilingual education as a temporary bridge to assimilate the child eventually into a society previously described as a melting pot? Or do we want to develop an individual with true competence in both languages, able to function within a pluralistic society described in terms of pride in being what he is and with respect for others who belong to different cultural and/or racial groups?

Accepting the reality that standardized tests are not valid instruments to measure the Puerto Rican child's achievement and ability does not necessarily mean that they cannot be used constructively until that time in which adequate measures are developed. Positive use of the tests would entail (1) that school personnel be sensitized to interpret the test results within the instruments' shortcomings. This is vital in the light of a long history of educators' looking at test scores as the magic number describing a child's fixed potential. This kind of interpretation has even taken place, unfortunately, among professionals in school systems whose pupils are Anglos. What this recommendation means is that tests could be used as a general gestalt from which an impartial judgment could be made with due consideration of the child's past development to serve as a guide to direct his future progress.

(2) Norms must be developed within the local school districts. Although the question remains of validity due to the cultural relevance of content of the standardized tests, if norms are developed, the Puerto Rican child will be compared to members of his group, and this in itself is an improvement. An important variable which must be taken into consideration at the time when the tasks of developing norms is taken up, is the length of residence of the Puerto Rican child in the United States. Dr. Pablo Roca analyzed for cultural relevance the items presented in the Lorge-Thorndike nonverbal test of intelligence administered to Puerto Rican children in the New York City public schools, and concluded, "You cannot expect a child who has been in New York City less than two years to understand such drawings." (Roca, 1968)

(3) The administration of tests should be changed to take into consideration some behaviors which are culturally determined and affect the child's performance. It is important to bear in mind that while the Anglo culture has been generally described as task oriented, the Puerto Rican culture has been found to be person oriented, as evidenced by the value system which is reinforced and rewarded. In other words during interpersonal situations, greater value is placed on the relationship than on the task to be done (Hertzig et al., 1968). Consequently, a valid recommendation stemming from this cultural reality is to administer the tests with much smaller groups than usual and to use Puerto Rican examiners. If these are not available, Spanish-speaking examiners could be used after receiving training that could enable them to interpret the child's behavior within the context of Puerto Rican culture rather than the dominant culture. The training should also supply the examiner with knowledge of the specific cultural biases underlying

the items the child must answer. (In this workshop we will go through some specifics in this area when we examine the vocabulary items in the Metropolitan Readiness Test from the point of view of a Puerto Rican child's experiences.) Actually the ideal would be for individual administration but in the light of the realities of time, cost, and personnel available, it cannot be done. Nevertheless, if groups could be smaller, performance could be improved, and more detailed information on the child could be obtained. This is even more important when testing children who are in the early grades.

(4) The last recommendation in relation to dealing with the problem of evaluating the bilingual Puerto Rican child has to do with the time factor built into some achievement and ability tests. Several studies investigating the effect of time in the performance of children belonging to different socioeconomic levels have been made. Their conclusion is that performance of the child who belongs to the lower socioeconomic level is hampered by the pressure of time required to answer the items. However, once the time element is controlled, the performance of these children improves.

Since a vast number of Puerto Rican children belong to homes which are socially and economically disadvantaged, it seems appropriate that his findings be generalized to them. In addition, it also appears logical to assume that a child who is dominant in Spanish (or bilingual) might be doubly penalized by the time factor.

Consequently, if one refers to the main purpose behind the administration of tests, namely, to obtain as much information as possible to guide the child's learning process, it seems quite worthwhile to eliminate the pressure of time built into some tests; doing this could result in providing more realistic data pertaining to what the learner really knows. The need for research in this area is great. The greatest need, however, remains to be a change in policy that could be derived only from a positive change in attitudes towards social responsibility resulting in the implementation of assessment procedures that would take into account not only the cultural reality of the Puerto Rican child but also such specific variables as language used during the administration of the test, time factors, and the ethnic background of the examiner. Until such a time Puerto Rican children will be misdiagnosed and unfortunately misplaced to their own detriment as well as to the detriment of our society.

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. . . that there is discrimination in America is nothing new.

5.

Issues

Issues Forum

The following sets of issues were generated by various groups in attendance at the conference. No attempt has been made to edit, modify, or in any way alter the issue statements as they were presented. For the purposes of this proceedings document, the several sets of issues were numbered so that they might be grouped for clarity.

The circumstances surrounding the generation of these issues should be noted. Some participants felt that many basic concerns relevant to discrimination in the American social system were not adequately addressed by the conference. It was proposed that by making participants aware of these issues, they might better pursue their team efforts at planning meaningful follow-up to the conference. This potentially beneficial impact on plans generated at the conference was the specific intent of those putting forth issues statements.

Inclusion in this document in no way implies concurrence by CORRC, the RRCs, or the Bureau of Education of the Handicapped, nor does it necessarily imply consensus on the part of any participants.

Set of Issues Number 1
Resolution

Whereas this national conference on nondiscriminatory assessment of handicapped children has failed to adequately address the issues with which we are concerned, and

whereas the population of special education recipients is overwhelmingly disproportionately comprised of minority group members, and

whereas legislation (P.L. 93-380, 94-142) has been enacted to correct these practices and to prevent such discrimination in assessment for handicapped children;

be it resolved that:

> the complexion of the Bureau of Education for the Handicapped, state education agencies, regional resource centers, local education agencies, and other institutions of decision making power must change. Aggressive recruitment of competent minorities must begin at once.
>
> A delineation must be declared of the use of standardized intelligence tests until appropriate unbiased instruments can be developed.
>
> Minority children must be assessed by a team of professionals who are conversant in the cultures of these children.
>
> An advisory committee must be established in which the racial and cultural representation varies not with the population as a whole, but in proportion to the racial composition of the population being served, to shape and formulate policies concerning the needs of minority children in special education. Among the issues to be addressed by this committee are the following questions:
>
> > Are tests discriminatory to the extent that they cause irreparable damage and warrant a moratorium on their use?
> >
> > Are tests discriminatory to the extent that they should be used only until alternative measures are found?
> >
> > Are there existing alternatives available? If not, what position should be taken in respect to discriminatory tests and practices?
>
> School systems properly reassessing and mainstreaming minority children must demonstrate that these children are provided with adequate supportive educational services for their academic survival, and the full participation of these children in the mainstream of the educational process must be guaranteed.
>
> The Bureau of Education for the Handicapped and the Coordinating Office for Regional Resource Centers must provide a written response to the aforementioned resolutions to all conference participants within 30 days of the close of this conference.
>
> This position statement shall be included in the published proceedings of this National Planning Conference on Nondiscriminatory Assessment, which shall be disseminated to all state education agencies, state and local boards of education, and national professional groups who have interest in and responsibility for children in the educational process.

Respectfully submitted to the conference management and participants on this twenty-first day of January 1976, on behalf of the participant representatives of Region 1, Northwest.

Set of Issues Number 2
Preamble

That there is discrimination in America is nothing new. That it is embodied in the testing industry and the professionals carrying out and implementing judgments and decisions is not surprising. The question is: What is the collective wisdom of this group with respect to a national position on discriminatory tests and practices? The following issues must be addressed by this conference:

- Are tests discriminatory to the extent that they cause irreparable damage which warrants a moratorium on their use?
- Are tests discriminatory to the extent that they should be used only until alternative measures are found?
- Are there existing alternatives available? If not, what position should this conference take in respect to discriminatory tests and practices?

Whereas, there is a disproportionately large number of minority children in special education programs, and

Whereas, this conference was designed to prepare participants with techniques and/or procedures needed to assess handicapped children "with bias toward none,"

Whereas, it is believed that blacks and other minorities were not significantly involved in planning the conference agenda,

Be it, therefore, resolved that all conference participants become involved in dialogue and respond to black participants and other minority participants.

Whereas, this national conference on nondiscriminatory assessment of handicapped children has failed to adequately address the issues with which we are concerned,

Whereas, the population of special education recipients is overwhelmingly disproportionately comprised of black and other minority group members,

Whereas, the current composition of decision-making personnel at all levels of special education does not reflect the population being served,

Whereas, we reject this form of leadership as another means of institutional racism whose end is the educational oppression of minority peoples in the United States and trust territories,

Whereas, legislation (P.L. 93-380, 94-142) has been enacted to correct these practices and to prevent such discrimination in assessment for handicapped children,

Be it resolved that:

- The complexion of the Bureau of Education for the Handicapped, state education agencies, regional resource centers, local education agencies, and other institutions of decision making power must change. Aggressive recruitment of competent minorities must begin at once.
- A moratorium must be declared on the use of standardized intelligence tests until appropriate unbiased instruments can be developed.
- Minority children must be assessed only by clinicians who are conversant in the cultures of these children.
- An advisory committee must be established in which the racial and cultural representation varies not with the population as a whole, but in proportion to the racial composition of the population being served, to shape and formulate policies concerning the needs of minority children in special education.
- School systems properly reassessing and mainstreaming minority children must demonstrate that these children are provided with adequate supportive educational services for their academic survival, and the full participation of these children in the mainstream of the educational process must be guaranteed.
- The Bureau of Education for the Handicapped and the Coordinating Office for Regional Resource Centers must provide a written response to the aforementioned resolutions to all conference participants within 30 days of the close of this conference.

No longer can the dominant culture be allowed to identify, interpret, and resolve the problems of minority peoples.

Set of Issues Number 3

- Will a session be provided for discussion of the conference document resulting in recommendations on any possible document changes?
- A major concern that the majority of participants may leave the conference highly supportive of some procedures like SOMPA without knowing oposing viewpoints.
- What is the real problem this conference should focus on:
  - test bias?
  - examiners who cannot assess in a nonbiased way (examiner competence)?
  - decision makers (administrators)?
  - or all of the above?

Set of Issues Number 4

Issues in Nondiscriminatory Assessment

1. Multidisciplinary assessment
2. Consideration of language of child
3. Consideration of culture of child
4. Construction of assessment instruments
5. Inappropriate use of assessment instruments
6. Lack of public awareness of existence of problem
7. Exaggerated importance of testing by public
8. Expectancies of evaluators and readers of evaluations
9. Resistance to change by practitioners
10. Funding and personnel availability

Set of Issues Number 5

What kind of follow-up mechanism could be created as an aftermath to this conference?

A watchdog committee (or assessment board) comprised of minority groups and state officials should be created for the discharge of the following functions:

1. To serve as a resource to the various states' departments of education relative to the input of cultural behavioral patterns that are crucial to just, fair assessment processes to be used in the training at the state level.
2. To review and make recommendations concerning the adequacy of the states' plans for training and for eventual implementation of nonbiased assessment and placement.

This watchdog committee will be working in coordination with the mentors of this conference as well as with the civil rights committee.

Set of Issues Number 6

1. How do we sensitize for—and begin to resolve—institutional racism, even as it relates to this conference?
2. How can we expect to develop a culturally or racially nonbiased assessment system and/or training materials without the active participation or representation of those cultures or races for whom the assessment is intended?

Set of Issues Number 7

Need for Consumer Participation

-- Repetition of "issues" of which most are aware but no presentation of the "ideal" or direction we should be aiming for.

– Minority representation on writing of state-of-the-art manual/conference planning.

– Simulation activities, more "game playing" than "consciousness raising," as a strategy for the group present at the conference.

Set of Issues Number 8

1. *Introducing* instead of the statement on page 129 beginning with, "A moratorium must be declared on the use of standardized intelligence tests . . . ," a *task force* should be established representing *all* minority groups as an advisory committee *policing* and *scrutinizing* the development, implementation, and application and the use of all tests. Therefore, establishing a committee to advise *professional* organizations on the implications attached to all *testing*, keeping open lines of communications, and gathering a dialog between the minorities and majority groups.

   The sole character of being human is the ability to communicate, to learn and to *respect* one another.

Set of Issues Number 9

1. Lack of culturally standardized instruments.
2. The difficulty the Anglo majority has in having insight into the cultural and environmental life-styles, languages, conceptual development, norms, etc. of minority groups.
3. Lack of money to implement comprehensive procedures and the associated manpower needs.
4. LEA intransigence and the difficulty in disseminating information and convincing local educators of the importance of nonbiased assessment and improper placement.
5. Need for multidisciplinary assessments.
6. The exaggerated importance of testing.

Set of Issues Number 10

1. There are *no* simple answers.
2. Conference has not focused on *better* ways to serve minority children.
3. Percent of placement of minority group children is not an indication of *test* bias.
4. There has been too much emphasis on the negative orientation to assessment issues.
5. Insufficient emphasis on the effect of socioeconomic factors.
6. National focus should proceed in the direction of proper utilization of and sensitivity toward testing, together with continued efforts to develop and implement appropriate guidelines for the placement of exceptional children.

Set of Issues Number 11

1. Isn't the problem of assessment generic to all populations—all ethnic, children with sensory-motor problems, institutionally raised kids, etc.?
2. What are some good adaptability scales? What part should they play in assessment? What weight should be given to them?
3. How can a technique—namely testing—by definition a discriminatory process—be nondiscriminatory?
4. Given that testing is biased, why are we concerned with only it and not also about a biased educational system?
5. What/who are some sources of available people who can give tests in the native tongues?
6. How can we adapt existing citerion-referenced measures to individual state needs?
7. Inappropriate expectancies of evaluators and readers of evaluations.
8. Resistance to change by practitioners.
9. Need for training teachers and paraprofessionals.
10. Need for trained examiners.
11. Availability of information on minorities and poor communication in this area.
12. How do we sensitize for and begin to resolve institutional racism, even as it relates to this conference?

13. How can we expect to develop a culturally or racially nonbiased assessment system and/or training materials without the active participation of those for whom it is intended?
14. What can psychologists do without IQ tests regarding EMR and EH placement?
15. Lack of specific assessment approach from referral on language dominance, approach to COG strengths.
16. Even CRM reflects Anglo curriculum.
17. More bilingual tests and blacks needed.
18. Awareness of due process and parents' and childrens' rights.
19. No professional action taken for test misuse, bias, misplacement, possible malpractice action, CASPP action, district action.

6.

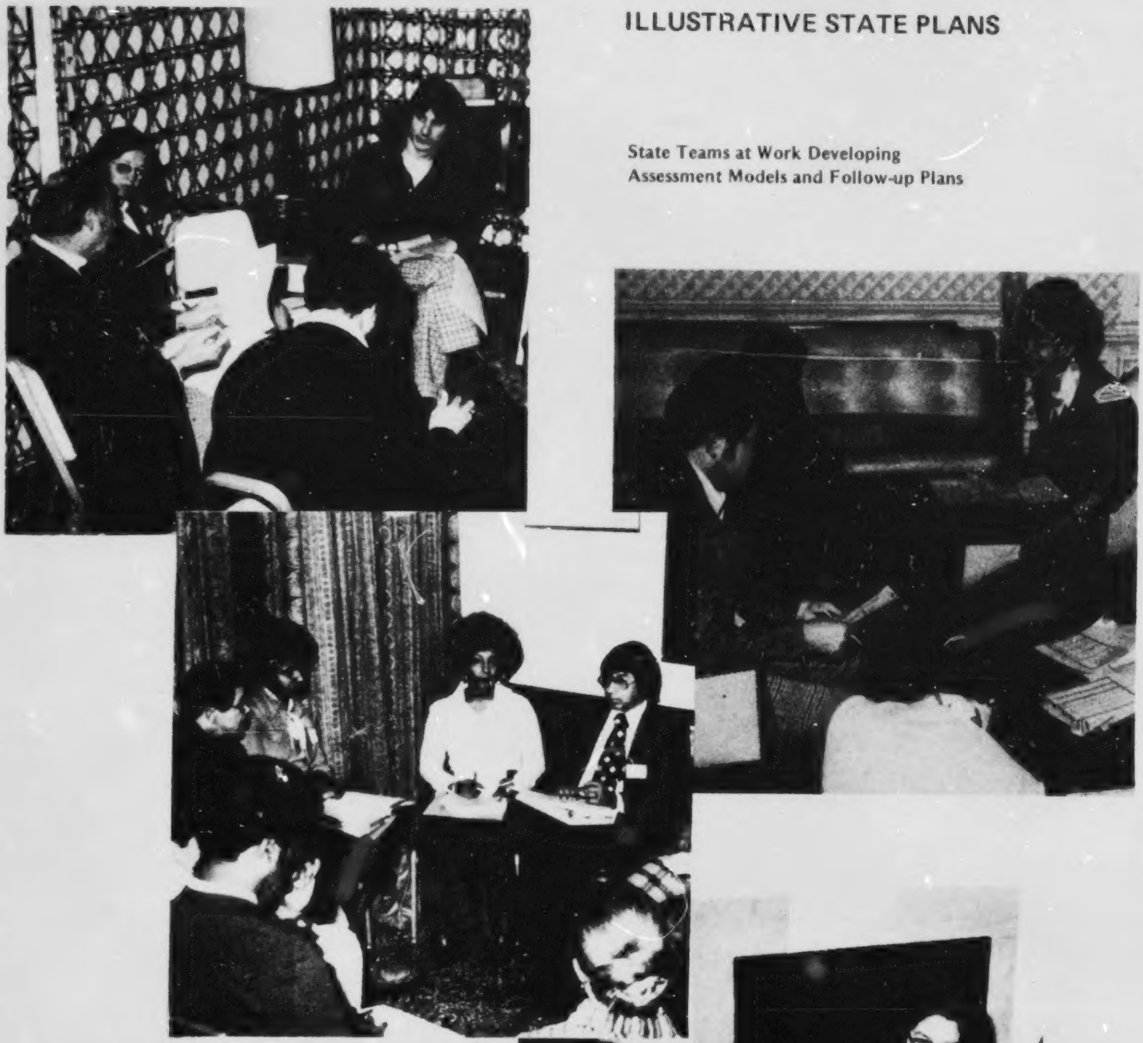
Tentative Assessment and Implementation Plans

Illustrative State Plans

The following examples of assessment models and training plans were produced by the teams from Delaware, the District of Columbia, Florida, Hawaii, Idaho, Indiana, South Carolina, and Missouri. These are illustrative of products developed at the conference and do not necessarily represent current planning in any of these states.

Significant follow-up planning has been occurring in most RRC regions since the conference took place. Indeed, a great amount of activity relative to the development of state-specific assessment models and training plans has taken place in the many states whose participants attended the conference. Task forces, planning groups, advisory boards, and other RRC-oriented groups are meeting to accomplish the task which was only begun in Atlanta.

ILLUSTRATIVE STATE PLANS



State Teams at Work Developing
Assessment Models and Follow-up Plans

. . . the conference was designed to facilitate the development of state assessment models and plans for follow-up activity. Commitment to this process varied significantly from one state team to another. Following are examples of forms upon which teams recorded their activities in model development and follow-up training.

Assessment Plans

with bias toward none

NAME Helen Holleger for

POSITION LRSC MERRC

STATE Delaware

TASK SHEET THREE

Tentative Assessment Plan

What is the major problem focus for this plan?

1. To find out what is being done currently
2. To design a model that will try to assure nondiscriminatory testing
3. To share the model

Who are the children most at risk of biased assessment in your state?

The Black children

What procedures are you proposing which are most likely to avoid that bias?

Procedures which are designed to improve the quality of the multidisciplinary team effort and the kinds of assessments that are being used

What problems do you see in implementing these procedures?

Coordinating with SEA
Getting the cooperation of the LEAs

What sequence of steps in implementation might avoid or neutralize those problems?

1. Development of position paper to share with state department team and director
2. Collect data from preaudit forms from all Delaware schools
3. Draw up a list of measures used for total assessment
4. Visit exemplary models in state and develop a sharing mechanism

with bias toward none

NAME Benard, Joseph R.

POSITION Asst. to Asst. Superintendent

STATE Washington, D.C.

TASK SHEET THREE

Tentative Assessment Plan

What is the major problem focus for this plan?

The proper assessment package contents. The attainment of a comprehensive developmental assessment, with appropriate program planning and placement conferences to follow there from at the local and city-wide levels.

Who are the children most at risk of biased assessment in your state?

Students who are behavior problems at the late elementary school age and junior high school age/grade.

What procedures are you proposing which are most likely to avoid that bias?

Local school planning and "assessment" by local school personnel; if that fails, assessment by the local pupil personnel center; a local school conference to attempt alternative placement within the school or local region; if that fails, case referral and review by city-wide team (LEA and SEA) to see whether a special or regular placement is warranted. Annual case review.

What problems do you see in implementing these procedures?

- Obtaining procedural compliance from principals and regional level administrators
- Overcoming the inherent political (city and federal) pressures applied on behalf of the child, parent, teacher or principal

What sequence of steps in implementation might avoid or neutralize those problems?

- Draft a comprehensive state plan
- Obtain policy and procedure by board of education, thus making policy a legislative act
- Initiation of comprehensive staff development for local school, local regional, city-wide staff, administrators
- Technical assistance in the development and maintenance of developmental histories, profiles, and assessments
- Redefinition of disability categories and criteria for acceptance as a special education case

Additional #659 Task Sheet III

Washington, D.C.
Additional
January 20, 1976

Groups to be reached with staff development

1. Child and youth-study people
2. Parents
3. School-based teachers
4. Counselor
5. Administrators
6. Teachers
7. Outside agencies (medical, personnel, etc.)

Group 1 -- Counselors, school-based teachers, youth-study people, educational assessors, Pupil Personnel Center people, and placement specialists.

Group 2 -- Teachers, principals, administrative staff persons.

Group 3 -- Child advocacy groups, parents, and outside agencies.

There will be three different group presentations for each of the six regions.

Strategies:

1. Video taping -- Taping child in classroom displaying "inappropriate" behavior; have interaction with group members as to what procedures are to be followed next.
2. Services offered by Pupil Personnel Centers.
3. Panel discussions.
4. Case study presentations with a facilitator.

Staff development which could extend to parents on differences between testing and assessment, and on certain other terminology used.

Developmental profile instead of psychological reports, educational assessment and social workers' reports. The profile would automatically include all of these things. It will provide room for follow-up for all children already in the program. Continuous reassessment.

with bias toward none

NAME Syfuett, Ellzey, Conley, Eikeland

POSITION

STATE Florida

TASK SHEET THREE

Tentative Assessment Plan

What is the major problem focus for this plan?

To eliminate discrimination in procedures for assessing and placing students in classes for exceptional students.

Who are the children most at risk of biased assessment in your state?

Spanish speaking
Vietnamese
Indian (Native American)
Black
Rural and disadvantaged Anglos

What procedures are you proposing which are most likely to avoid that bias?

Gather information about possible procedures which will help eliminate discrimination in testing and placing students in exceptional classes.

Disseminate information to Florida's 67 school districts.
Monitor district's utilization of procedures (perform program audits).

What problems do you see in implementing these procedures?

Difficulty in disseminating the information and convincing local educators of the importance of eliminating bias and improper placement.

What sequence of steps in implementation might avoid or neutralize those problems?

Through in-service training.
Provision of technical assistance to the districts in implementing procedures.
Promoting communication between agencies statewide.

with bias -- toward none

NAME Tim Yuasa
POSITION Prog. Specialist
STATE Hawaii

TASK SHEET THREE

Tentative Assessment Plan

What is the major problem focus for this plan?

1. Who does the assessment?
2. Assessment completed but no follow-up for prescriptive program.
3. Delineation of what is comprehensive evaluation, screening, periodic and annual evaluation.

Who are the children most at risk of biased assessment in your state?

1. Speech/hearing problem children
2. Learning disability children (LD is a catch-all now for MR, EH, and neurologically impaired)

What procedures are you proposing which are most likely to avoid that bias?

Review State Plan

1. Deemphasizing comprehensive evaluation and emphasizing criterion testing
2. Exploring pluralistic model
3. More parent (consumer) involvement
4. Greater role (at the district levels) played by district administrators (better leadership)

What problems do you see in implementing these procedures?

1. That of in-service training of diagnostic team and special education teachers.
2. That of initially implementing sec. 613a (13) (c) (P.L. 93-380) -- nondiscriminatory testing-and sec. 615a (P.L. 94-142) -- procedural safeguarding in testing and handling or test reports-and informing the public of these.

What sequence of steps in implementation might avoid or neutralize those problems?

A statewide in-service program for: (1) district personnel, (2) school administrators, (3) teachers -- by separate districts and (4) parents.
Development (completion) or program standards.
Reorganization of special education branch and district section.

with bias toward none

NAME Lynn Ellis & Bob West

POSITION

STATE Idaho

TASK SHEET THREE

Tentative Assessment Plan

What is the major problem focus for this plan?

Short Term - (1) Attitudes of school/education personnel relative to parent/child perceptions.
(2) Eligibility criteria.
(3) Child-study team comprehensiveness, qualifications, etc.
Long Term - Relevance of curriculum to adult life.

Who are the children most at risk of biased assessment in your state?

Chicano
Indian
Poor

What procedures are you proposing which are most likely to avoid that bias?

Conducting a comprehensive evaluation study.
 (1) Identifying eligibility criteria.
 (2) Declaring mandatory child study team members.
Published a due-process manual -- recently distributed.

What problems do you see in implementing these procedures?

Selling ideas to LEAs.
Getting agreement among practitioners.
Bringing together an effective child-study team to plan for each child.

What sequence of steps in implementation might avoid or neutralize those problems?

Asked for input initially.
Asking for review and input on product of task force.
Will conduct program reviews in all LEAs to determine compliance and needs of districts to come into compliance.
Orientation not to force compliance but to find what is necessary to help LEAs attain compliance.

with bias toward none

NAME K, Decker
POSITION IRC Coordinator
STATE Indiana
(for the group)

TASK SHEET THREE

Tentative Assessment Plan

What is the major problem focus for this plan?

1) Role of the school psychologist in terms of intelligence testing and reporting in the case conference.
2) General education programming possibilities as part of serving special needs of children.

Who are the children most at risk of biased assessment in your state?

All

What procedures are you proposing which are most likely to avoid that bias?

1) Planning strategy session with pupil personnel, equal educational opportunity and special education staff at state level.
2) As a result of 1), strategies will be developed to work with special education directors, school psychologists, and general educators.

What problems do you see in implementing these procedures?

1) Funding difficulties -- school funding formulas
2) Enforcement.
3) Defensiveness, resistance.

What sequence of steps in implementation might avoid or neutralize those problems?

1) Careful planning.
2) Include all key people.
3) Prioritize participation in the strategy development and implementation,

with bias toward none

NAME Gwen Johnson

POSITION Psychologist

STATE S.C. Group

TASK SHEET THREE

Tentative Assessment Plan

What is the major problem focus for this plan?

To establish more complete behaviorally based criteria for the identification and placement of children in special programs.

Who are the children most at risk of biased assessment in your state?

In present state guidelines, all children risk biased assessment.

What procedures are you proposing which are most likely to avoid that bias?

Tighter state guidelines (93-380, etc.).
Operational definitions of exceptionality.
Interdisciplinary assessment teams.
Upgrading of training of assessors (psychologist, teachers).
Monitoring of state guidelines.

What problems do you see in implementing these procedures?

Money.
Manpower.
LEA intransigence.
Ignorance.
Time element.

What sequence of steps in implementation might avoid or neutralize those problems?

1) Strong legal support by SEA, state legislature, etc.
2) Statewide indoctrination.
3) Mobilization of parent and professional groups.
4) Strong financial support.

Implementation Plans

with bias toward none

NAME Group 12.2

POSITION

STATE D.C.

TASK SHEET FOUR

Training Implementation Plan

Part I

What are the major training needs in my state?

WHO	WHAT
1. Pupil personnel, placement (special education) assessors.	Developmental profiles.
	Interpretation of law and board policy.
2. Classroom teachers, counselors, administrators (local, regional, central, state).	Understanding of criteria and procedures.
	Availability and knowledge of state resource
	Monitoring and observation techniques.
3. Parents, advocacy groups.	Program evaluation techniques.
	Follow-up procedures and techniques.

What local or regional resources are available?

1. CORRC conference participants (D.C.).
2. Other CORRC regional (XII) representatives (state facilitators LRS).
3. Representatives of federal agencies: OCR and BEH.
4. DHR, courts.
5. Professional agencies.

What activities are most likely to address these needs?

1. Panels.
2. Model case studies.
3. Workshops on the development of sensitivity development of definitions and criteria.

Evaluation:

1. Quality of data for referral.
2. Appropriate referrals based on established criteria.
3. Increased support services at the regional level.

STATE Group 12.2
D.C.

TASK SHEET FOUR (Part 2)

Activity No. ___:

Population of Concern:

cf. training "who".

Specific Objectives:

City-wide developmental profile to include:

- adaptive behavior assessment.
- social history.
- medical history.
- psychological assessment.

Level of awareness or skill:

To be determined based on assessment model.

Evaluation:

STATE Group 12,2
D.C.

TASK SHEET FOUR (Part 3)

Considering the months ahead, indicate when your major implementation activities will be initiated and completed. Estimate the number of people directly involved.

Activity	No. of People	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Regional Wk shops on draft of def.& criteria	To be deter.	←	→										
Approval	N/A		←	→									
Design Reg. wk shop on implemt. & explan	To be deter.			←	→								
Sensi-tivity wk shop	To be deter.			←	→								
Wk shop models					←	→							
Implem. of Assess Model								←	→				
Implem. of Place'mt model									←	→			
Review													

with bias toward none

STATE Group 12,2
D.C.

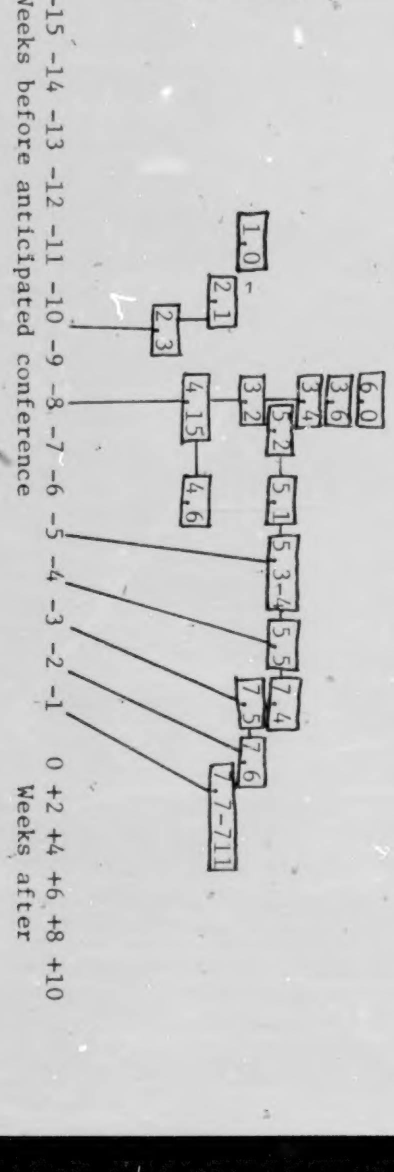
TASK SHEET FIVE

Critical Path Network and Time Lines for Workshop Implementation

Using the critical activities checked on the Workshop Planning Resource Sheet, design a critical path network and time line on this sheet. Choose a specific target date.

Things to remember:

1. Already existing pattern of holidays, conferences, etc.
2. Workload of responsible individuals - Can they do the activity?
3. Delay times for obtaining approval, funding, printing, mailing, etc.
4. If something can go wrong, it will (Murphy's law).
5. Everything takes longer than expected.


-15 -14 -13 -12 -11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 +2 +4 +6 +8 +10
Weeks before anticipated conference
Weeks after
1,0
2,1
2,3
4,15
4,6
3,2
3,4
3,6
6,0
5,2
5,1
5,3-4
5,5
7,4
7,5
7,6
7,7-711

with bias toward none

NAME Mary A. Ellzey

POSITION Consultant, Child Ident.

STATE Florida

TASK SHEET FOUR

Training Implementation Plan

Part I

What are the major training needs in my state?

- State-wide special study institute for school psychologists.
- Work-study session for directors and coordinators of exceptional student programs at annual spring conference.
- Work-study session for directors of statewide regional diagnostic and resource center system.

What local or regional resources are available?

- State-of-the-art document/review of conference proceedings.
- SELRC assistance -- consultants/materials.
- CORRC -- conference materials.

What activities are most likely to address these needs?

- Presentation by consultants.
- Review and discussion of state-of-the-art document.
- Emphasis on minority groups in Florida.
  Characteristics, concerns, etc.
- Production of a Florida position paper including procedures for implementing any conclusions/recommendations.

Evaluation:

Utility and effectiveness of position paper as rated by all involved groups through rating scales and documented, visible evidence of positive change.

NAME Syfuett

POSITION Counselor

STATE Florida

TASK SHEET FOUR

Training Implementation Plan

Part.I

What are the major training needs in my state?

1. To increase awareness as to the depth of discrimination that still exists in testing and placement procedures statewide.
2. Provide assistance and information to assist Florida's counties in developing appropriate testing and placement procedures.

What local or regional resources are available?

Staff of state department of education.
Regional resource centers.
State Advisory Committee for the Education of Exceptional Students.

What activities are most likely to address these needs?

In-service training conferences organized on a state, regional basis.
Assistance from BEH, RRC, etc., resource people.
Program audits to ensure compliance with appropriate guidelines.

Evaluation:

Placement procedures evidence elimination of bias.
Assessment of children is keyed to needs and utilized for the student's program planning, not for categorizing of groups.

STATE Florida

TASK SHEET FOUR (Part 3)

Considering the months ahead, indicate when your major implementation activities will be initiated and completed. Estimate the number of people directly involved.

Activity	No. of People	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec

Florida

This group does not have the authority or responsibility for mapping out time lines for implementation

In our state our current priorities must be fulfilled first!!

These priorities are:

(1) Development of SBE administration rules to replace "guidelines".

(2) Development and implementation of auditing procedures.

with bias toward none

STATE Florida

TASK SHEET FIVE

Critical Path Network and Time Lines for Workshop Implementation

Using the critical activities checked on the Workshop Planning Resource Sheet, design a critical path network and time line on this sheet. Choose a specific target date.

Things to remember:

1. Already existing pattern of holidays, conferences, etc.
2. Workload of responsible individuals - Can they do the activity?
3. Delay times for obtaining approval, funding, printing, mailing, etc.
4. If something can go wrong, it will (Murphy's law).
5. Everything takes longer than expected.

In an effort to plan a workshop or conference for Florida, the completion of this exercise is not necessary at the present time. We are quite familiar with procedures for conducting in-service and therefore a path network is not called for.

It is expected that our usual pattern of workshop will be followed.

-15 -14 -13 -12 -11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 +2 +4 +6 +8 +10

Weeks before anticipated conference

Weeks after

with bias toward none

NAME J. Yuasa

POSITION Prog. Specialist

STATE Hawaii

TASK SHEET FOUR

Training Implementation Plan

Part I

What are the major training needs in my state?

The delivery of services is our highest priority. Assessment (training in nondiscriminatory testing) is second, and probably linked to a small number of members in the diagnostic team.

Areas of training - (1) individualized programs (written for each special education child),
(2) Least restrictive placement (not mainstreaming),

What local or regional resources are available?

NURRC: Direct purchase of assessment,
Consultants for technical assistance.
Resources from NIMIS and/or NURRC.
Local: SEB; OIS; UH.

What activities are most likely to address these needs?

1) Teachers have been very responsive to outside consultants -- lectures, workshops, etc.; get more consultants.
2) URI workshop/field work.
3) Input from district levels and consumer groups.

Evaluation:

There is a demand for a quick, instant-type instructional package -- teachers don't have time to take workshops.

STATE Hawaii

TASK SHEET FOUR (Part 2)

Activity No. ___:

Population of Concern:

Priority - 1-Unserved.
2-Children in present special education class who have or had at time of examination language barrier problems.
3-Severely, moderately, and LD children.

Specific Objectives:

1 - Search, locate, identify, and test the unserved.
2 - Reevaluate no. 2, above.
3 - Share conference data with district people and consumer group for inputs on how we are to have a nondiscriminatory testing program.

Level of awareness or skill:

1 - Need of assistance in service delivery.
2 - Need for adapting present tests to children with language barrier.

Evaluation:

Findings of reevaluation may yield sufficient data for criteria norms.

STATE Hawaii

TASK SHEET FOUR (Part 3)

Considering the months ahead, indicate when your major implementation activities will be initiated and completed. Estimate the number of people directly involved.

Activity	No. of People	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
District Personnel			X										
SEB Personnel			X										
School Admin.					X								
School Sp. Ed. Teachers						X							
School Reg. Ed. Teachers											X		
Parents Consumer Group			X										
Sp. Ed. Adv. Comm.			X										

with bias toward none

NAME Lynn Ellis & Robert West

POSITION ____________________

STATE Idaho

TASK SHEET FOUR

Training Implementation Plan

Part I

What are the major training needs in my state?

Regular and special education must explore their curricula to avoid cultural bias.

What local or regional resources are available?

SDE has minority group program persons.
Migrant and multicultural education -- Ms. Ardis Snyder and Mr. A. Ochoo.
Indian Education -- Mr. Don Barlow.
Boise State University has an office of migrant and multicultural education.

What activities are most likely to address these needs?

Workshop training.
Clarification of law by SDE to LEAs (93-380 and 94-142).

Evaluation:

Determination of percentages of minority populations in special education, followed by reassessment of these percentages to determine changes.
Parental satisfaction with placement.
Workshop/seminar/in-service effectiveness evaluation immediately following training and at least twice annually succeeding training.

with bias toward none

NAME Robert C. West

HEW, ISSH

POSITION Director of Training Program

STATE Idaho

TASK SHEET FOUR

Training Implementation Plan

Part I

What are the major training needs in my state?

A - Due-process procedures to insure accuracy and compliance with the intent of the law and for the welfare and needs of students.
B - Components of the law (P.L. 94-142) requiring implementation.
C - Assessment models that minimize biased decision making or decision making based on nonhandicapping conditions.
D - Staff development of those assessing students on HC definitions and assessment models.

What local or regional resources are available?

A - State department of personnel or designee(s) in due process.
B - Regional personnel on the components of the law.
C - Minority/academic/field/state department of/regional expertise on assessment models.
D - Intrastate regional personnel for staff development on assessment models and HC population.

What activities are most likely to address these needs?

A - Seminars on due process by SEA to LEA supervisors of placement. Sample of awareness and understanding of participants after seminar.
B - Seminars on components of the law by regional persons to state and LEA persons.
C - Workshop(s) on production and consensus on assessment model(s) to recommend to LEAs and DHW personnel.
D - Lectures and seminars on methodology of assessment to LEAs and DHW regions.

Evaluation:

A - Sample of awareness and understanding of participants after seminar.
B - Participant ranking of seminar.
C - Sample of awareness retained by trainee and rating of relevance for addressing problem.
D - Performance on simulations and rankings.

STATE Idaho

TASK SHEET FOUR (Part 2)

Activity No. ___:

Population of Concern:

A. LEA, DHW Regions: Designee of district or regional administration responsible for assessment and placement and measures of progress.

Specific Objectives:

Not applicable at this point in terms of measurable and time-frame components.

Level of awareness or skill:

A. Action level.
B. Information awareness.
C. Problem solving, action level.
D. Information -- action level.

Evaluation:

STATE Idaho

TASK SHEET FOUR (Part 2)

Activity No. ___:

Population of Concern:

Initially LEA personnel (teachers, special education teachers, and principals, etc.).
Parents.
Legislators.
University teacher trainers.
Local and state boards of education.

Specific Objectives:

1) To develop awareness of cultural biasing factors in education for all.
2) To determine state-of-art people listed above in comprehensive nonbiased assessment.
3) To develop method for implementing technical assistance
4) To train in best practice models.
5) To evaluate LEA implementation of model they select.
6) Provide additional technical assistance as indicated by evaluation.

Level of awareness or skill:

It is hoped that our LEA personnel, SDE, etc., and parents working together will eliminate cultural bias in testing and curriculum programming in our state. Obviously total elimination will occur over an extended period of time.

Evaluation:

Determine effect through program review now being implemented in Idaho by the Division of Special Education.

STATE Idaho

TASK SHEET FOUR (Part 3)

Considering the months ahead, indicate when your major implementation activities will be initiated and completed. Estimate the number of people directly involved.

Activity	No. of People	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec

The Ellis/West team will recommend the activities and suggested components listed on the prior two pages of Task Sheet Four. A timeline at this point is premature. This will be developed in concert with our Director of the Division of Special Education, State Department of Education.

with bias toward none

NAME ______________________

POSITION ______________________

STATE Indiana
as a group

TASK SHEET FOUR

Training Implementation Plan

Part I

What are the major training needs in my state?

1. Greater impact on general educators as to the needs of children.
2. Program planning and implementation techniques and general consultation skills for school psychologists.

What local or regional resources are available?

In-service training by state department personnel.

All the pressure groups that affect university training programs.

What activities are most likely to address these needs?

In-service for those already in practice.

Altering training programs for those not yet in practice.

Evaluation: (What is the intent of this item?)

In Indiana, the plan is not yet established to the point that evaluation procedures can be outlined; evaluation components will be established in direct correlation with the planning strategies.

STATE Indiana
as a group

TASK SHEET FOUR (Part 2)

Activity No. ___:

Population of Concern:

1) All students with special needs who cannot be served by the curriculum which is offered.
2) The individuals included in the case conference procedures (i.e., psychologists, parents, teachers, special educators, administrators, etc.).

Specific Objectives:

To eliminate discriminatory assessment procedures in Indiana.

Level of awareness or skill:

To be determined during planning/strategy sessions.

Evaluation: ?? See above.

STATE Indiana

TASK SHEET FOUR (Part 3)

Considering the months ahead, indicate when your major implementation activities will be initiated and completed. Estimate the number of people directly involved.

Activity	No. of People	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
1 Planning	8		X	X									
2 Pilot Schools			X	X	X	X	X	X	X	X	X	X	X
3 Statewide								X	X	X	X	X	X

with bias - toward none

NAME Roland Werner
Orville Kirk
Walter Kopp

POSITION

STATE Missouri

TASK SHEET FOUR

Training Implementation Plan

Part I

What are the major training needs in my state?

1. Awareness of and sensitivity to bias in assessment procedures and practices.
2. Improving assessment procedures statewide.

What local or regional resources are available?

1. RRC Title VI B & D, CORRC.
2. Local human resources and maybe outside resources.

What activities are most likely to address these needs?

1. In-service
   Simulation activities, explanations, suggestions for improving assessment techniques.
2. Training
   Workshops, seminars, college courses, conferences.

Evaluation:

1. Pretest and posttest for all participants.
2. Evaluation of conference or training session.
3. Post evaluation in terms of what has occurred as a result of conference, in-service training activities.

STATE Missouri

TASK SHEET FOUR (Part 2)

Activity No. ___:

Population of Concern:

1. All children
    a. rural poor.
    b. urban poor.
    c. foreign-language speaking.

Specific Objectives:

1. Develop and implement training and in-service programs which will improve competencies of statewide assessment procedures.
2. Present information written and oral, regarding P.L. 94-142.
3. Present information written and oral, regarding OCR requirements - (Title VI).
4. Develop and distribute information (video tape, brochures, pamphlets, TV) regarding nondiscriminatory testing to appropriate audiences.

Level of awareness or skill:

1. Exposure to and development of procedures for bias-free assessment.
2. Awareness of these issues.
3. Some understanding of the problems generated by these issues.

Evaluation:

1. Pre-post tests of participants.
2. Evaluation of conference activities.
3. Information on conference activities.
4. Changes in assessment procedures at LEA level with community involvement.

STATE Missouri

TASK SHEET FOUR (Part 3)

Considering the months ahead, indicate when your major implementation activities will be initiated and completed. Estimate the number of people directly involved.

Activity	No. of People	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Steering Comm.	25		X										
Regional Conf. Plans				X									
Initial Conf.						X							
Follow-up Conf.										X			
In-Ser. Act Teacher Part D Comm			X										
Plan Act				X									
Imple-ment Act							X	X	X	——	——	→	

with bias toward none

STATE Missouri

TASK SHEET FIVE

Critical Path Network and Time Lines for Workshop Implementation

Using the critical activities checked on the Workshop Planning Resource Sheet, design a critical path network and time line on this sheet. Choose a specific target date.

Things to remember:

1. Already existing pattern of holidays, conferences, etc.
2. Workload of responsible individuals - Can they do the activity?
3. Delay times for obtaining approval, funding, printing, mailing, etc.
4. If something can go wrong, it will (Murphy's law).
5. Everything takes longer than expected.

This will be a "first function" of the awareness sensitivity conference steering committee.

-15 -14 -13 -12 -11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 +2 +4 +6 +8 +10

Weeks before anticipated conference Weeks after

7.
Conference Directory

CORRC/Conference Staff

Boris Bogatz, CORRC Associate Director
  Conference Director
Melton C. Martinson, CORRC Project Director
Wayne Johnson, CORRC Assistant Director–Training
Kenneth Olsen, CORRC Assistant Director–Information
  Systems
Barbara Urfer, CORRC Administrative Assistant

Robert MacIntyre, Primary Conference Consultant
  273 Majors Street
  Toronto, Ontario M5S-2L5

Conference Presentors

*Herbert Nash
  Director of Special Education Programs
  Division of Early Childhood and Special Education
  State Department of Education
  Atlanta, GA 30334
Elwood Biand, Chief
  Learning Resources Branch
  Bureau of Education for the Handicapped
  U.S. Office of Education
  400 Maryland Avenue, SW
  Washington, DC 20202
*Sharyn Martin
  Equal Opportunities Specialist
  Office for Civil Rights
  680 West Peachtree
  Atlanta, GA 30308
*William C. Parker
  Executive Associate
  Educational Testing Service
  Rosedale Road
  Princeton, NJ 08540
Jane Mercer
  Professor and Chairman
  Department of Sociology
  University of California, Riverside
  Riverside, CA 92502
Harold Dent, Director
  Consultation and Education
  Westside Community Mental Health Center
  2201 Sutter Street
  San Francisco, CA 94115
James Ysseldyke
  Associate Professor of Psychology
  Department of Psychoeducational Studies
  N-544 Elliott Hall
  University of Minnesota
  Minneapolis, MN 55455
*James A. Tucker
  Texas Regional Resource Center
  211 East 7th
  Austin, TX 78701
*Thomas Oakland (editor of major author of state-of-art
  manual)
  Associate Professor of Educational Psychology
  Learning Disabilities Center
  West 21st Street
  University of Texas
  Austin, TX 78712
Gerald Boyd
  State Plan Officer, Aid to States Branch
  Bureau of Education for the Handicapped
  400 Maryland Avenue, SW
  Washington, DC 20202
*Ernst Bernal
  Director of Assessment and Evaluation
Component
  Dissemination and Assessment Center
    for Bilingual Education
  University of Texas at San Antonio
  San Antonio, TX 78285
*Gerald Hill
  Project Coordinator
  National Indian Training and
    Research Center
  2121 South Mill Avenue
  Tempe, AZ 85282
Toshiaki Hisama
  Assistant Professor
  Southern Illinois University at
    Carbondale
  Department of Special Education
  Carbondale, IL 62901
Joan Bartel
  Information Specialist
  MER-LRS
  University of North Carolina
  Chapel Hill, NC 27514
Olga Mendez
  Deputy Commissioner
  Agency for Child Development
  240 Church Street
  New York, NY 10013

*Indicates member of state-of-art manual national review board

Conference Facilitators

Region I	
Group 1 (Guam, Trust Territories, Hawaii American Samoa)	Daneta Chiesa
Group 2 (Washington and Oregon)	Jim Crosson
Group 3 (Idaho, Alaska, Montana)	Larry Carlson
Group 4 (Wyoming)	Jim McLeod
Region II	
Group 1 (California)	Karen McIntyre
Region III	
Group 1 (New Mexico, Arizona)	Vance Engleman
Group 2 (Utah, Nevada, Colorado)	Judy Buffmire
Group 3 (Bureau of Indian Affairs)	Frank South
Region IV	
Group 1 (North Dakota, South Dakota, Nebraska, Iowa)	Mike Friedman
Group 2 (Arkansas, Oklahoma, Missouri, Kansas)	Deva Goplerud
Region V	
Group 1 (Texas)	Henry Marrow
Region VI	
Group 1 (Indiana, Minnesota)	Gil Bliton
Group 2 (Wisconsin, Michigan)	John Braccio
Region VII	
Group 1 (Illinois)	Dea Boker
Region VIII	
Group 1 (Ohio)	Dea Boker
Region IX	
Group 1 (Maine, Vermont, New Hampshire, Massachusetts)	Rena Minisi
Group 2 (Rhode Island, Connecticut, New Jersey)	Janice Frost
Region X	
Group 1 (New York)	Ralph Bradley
Region XI	
Group 1 (Pennsylvania)	Jim Duffey
Region XII	
Group 1 (Virginia, Tennessee, Kentucky)	Mary McGaffrey
Group 2 (Washington, D.C., Delaware, and John Haigh)	Linda Foley
Group 3 (North Carolina, West Virginia, and Rick Olshin)	Brian McNulty
Region XIII	
Group 1 (Virgin Islands, Puerto Rico)	Faye Brown
Group 2 (Florida, Georgia, South Carolina)	Vernon Cain
Group 3 (Alabama, Louisiana, Mississippi)	Elaine Powell

Special Notice

Appreciation is hereby extended to Dr. Robert Crouse, director of the Atlanta Area Services for the Blind and to the blind individuals who assisted us with registration procedures.

Participants

Abyepa, Nick
  1420 Edith
  Albuquerque, NM 87102
Acker, Patsy S.
  Texas Education Agency
  201 East 11th Street
  Austin, TX 78701
Adams, Milburn
  Arkansas Department of Education
  Special Education Section
  Arch Lord Building, Capitol Mall
  Little Rock, AR 72201
Adcock, Eugene P.
  Maryland State Department of Education
  P.O. Box 8717
  BWI Airport
  Baltimore, MD 21240
Adsit, Wayne L.
  Fremont County Educational Resource
  6th and Popo Agie
  Lander, WY 82520
Agin, Tom
  Professional Standards Chairperson
  California Associate School Psychologists
    and Psychologists National Association
  Department of Psychology
  Arcata, CA 95521
Aguilar, Margarita
  Department of Health, Education, and Welfare
  Office for Civil Rights
  55 Erieview, Plaza Nine
  Cleveland, OH 44114
Akers, Sue B.
  Program for Exceptional Children and Youth
  State Department of Education
  416 State Office Building
  Montgomery, AL 36130
Altschul, Lis
  MELRS–SEA
  P.O. Box 8717, BWI Airport
  Division Special Education
  Baltimore, MD 21240
Ansberry, Merle
  Speech and Hearing Clinic
  University of Hawaii
  2560 Campus Road
  Honolulu, HI 96822
Apkarian, George H.
  Department of Health, Education, and Welfare
  Office for Civil Rights
  760 Market Street, Room 739
  San Francisco, CA 94102
Atkinson, Mary D.
  South Carolina State Department of Education
  Room 306
  Rutledge Building
  Columbia, SC 29201
Bahr, Dianne E.
  K.E.D.R. VII
  100 Crisler Avenue
  Ft. Mitchell, KY 41017
Bailey, Agnes (Bernadette Quinn)
  Pupil Personnel–D.C. Public Schools
  Kalorama Road Center
  1719 Kalorama Road, NE
  Washington, DC 20002
Bailey, Michael G.
  Direction Center Coordinator
  Cuyahoga Special Education Service Center
  1380 East 6th Street, No. 605
  Cleveland, OH 44114
Bailey, Mona H.
  Office of Superintendent of Public
    Instruction
  Old Capitol Building
  Olympia, WA 98501
Baker, Angelea
  350 North Hart Plaza
  Jackson, MS 39209
Baker, Kenneth
  Vermont State Department of Education
  Division of Special Education
  State Office Building
  Montpelier, VT 05602
Banks, Judi
  Department of Health, Education, and Welfare
  Office for Civil Rights, Region VII
  1150 Grand Avenue
  7th Floor
  Kansas City, MO 64105
Barcelo, Mark
  EDRIX
  32 South Christy
  Morehead, KY 40351
Barefoot, Richard
  Aresa No. 2
  Logan, WV 25601
Baril, Lynda K.
  Department of Health, Education, and Welfare
  Office for Civil Rights
  1320 Second Avenue
  Seattle, WA 98103
Barnes, Paulette Whetstone
  Kansas State Department of Education
  120 East Tenth
  Topeka, KS 66612
Batten, Murray O.
  Michigan Department of Education
  P.O. Box 420
  Lansing, MI 49802
Beattie, Cynthia
  Mississippi Resource Center
  Mississippi State University
  Drawer NY
  State College, MS 39762
Beaumont, Gail
  U.S. Office of Education
  Bureau of Education for the Handicapped
  400 Maryland Avenue, SW
  Washington, DC 20202

Bell, John A.
Department of Health, Education, and Welfare
Office for Civil Rights
1200 Main Tower
Dallas, TX 75202
Bell, Joni C.
School Psychologist
Halifax County Schools
Highway 301
Halifax, NC 27839
Bell, Ursula
Louisiana Regional Resource Center
USL Box 515
Lafayette, LA 70501
Bennett, Imani
Department of Health, Education, and Welfare
Office for Civil Rights
330 Independence Avenue, SW
Washington, DC 20201
Benson, A. Jerry
RESA School Psychologist
Board of Education
Lewisburg, WV 24901
Berjohn, Harold
Director, Regional Resource Center No. 7
3202 North Wisconsin
Peoria, IL 61603
Berkan, William A.
Wisconsin Department of Public Instruction
Wisconsin Resource Center
126 Langdon Street
Madison, WI 53702
Bernal, Ernest M., Jr.
Dissemination and Assessment Center for
Bilingual Education
University of Texas at San Antonio
San Antonio, TX 78285
Bernstein, Theodore E.
New York State Education Department
55 Elk Street
Albany, NY 12234
Bireley, Marlene
Wright State University
373 Millett Hall
Dayton, OH 45431
Bliton, Gilbert
Director, Division of Special Education
Indiana Department of Public Instruction
120 West Market Street, 10th Floor
Indianapolis, IN 46204
Boker, Dea
Regional Resource Center No. 7
3200 North Wisconsin
Peoria, IL 61603
Bouffard, R. Gerard
Private Practice: School Psychologist
Box 70
Corinth, VT 05039
Boyd, Gerald B.
Bureau of Education for the Handicapped
400 Maryland Avenue
Washington, DC 20202
Braccio, John H.
Michigan Department of Education
P.O. Box 420
Lansing, MI 48902
Bradley, Ralph
New York Regional Resource Center
City University of New York
144 West 125th Street
New York, NY 10027
Brandon, Elizabeth
Supervisor of Special Education
Brunswick County Schools
Lawrenceville, VA 23868
Brantley, John C.
President-Elect
National Association of School
Psychologists
107 Peabody Hall
University of North Carolina
Chapel Hill, NC 27514
Brightenbauer, Andrea
Northeast Kingdom Mental Health
Box 703
Newport, VT 05855
Brooks, Joanne C.
Director, Division of M.R.
Kentucky Department of Education
U.S. 127 South
West Frankfort Complex
Frankfort, KY 40601
Brown, Faye M.
Director, Southeast Learning Resource
Center
Auburn University at Montgomery
Montgomery, AL 36109
Brown, Ronald C.
National Learning Resource Center of
Pennsylvania
William Flynn Highway
Gibsonia, PA 15044
Brown, Thomas R.
Alaska State Department of Education
Pouch F
Juneau, AK 99801
Bruse, Benjamin B.
Utah State Board of Education
250 East 5th South
Salt Lake City, UT 84111
Bryan, Daniel
Special Education Regional Consultant
Box 815, Dow Hall
Braille School Campus
Fairbolt, MN 55021
Buffmire, Judy
Director, Southeast Regional Resource
Center
2363 Foothill Drive
Salt Lake City, UT 84108
Burgoyne, Mark
Area Learning Resource Center
P.O. 2550
Ketchikan, AK 99901
Bush, Katheryn B.
State Department of Education
State Office Building
Atlanta, GA 30334
Butler, Cynthia
St. Thomas Regional Resource Center
Virgin Islands
Cain, Vernon
Southeast Learning Resource Center
Auburn University at Montgomery
Montgomery, AL 36830
Campbell, Connie
Delaware School Psychologist
Marbrook School
2101 Centerville Road
Wilmington, DE 19808
Campbell, Jack
University of Nevada
208 EB
Reno, NV 89109
Carey, Dorothy
New Jersey State Department of
Education
South Jersey EIC
Box 426, Glassboro-Woodbury Road
Pitman, NJ 08071
Carlson, Larry
Northwest Regional Resource Center
Clinic Services Building
University of Oregon
Eugene, OR 97403
Carlson, Nancy B.
NELRS: New Hampshire Consultant
New Hampshire Department of Education:
Special Education Section
105 Loudon Road, Building 5
Concord, NH 03301
Carr, Donna H.
Utah State Board of Education
250 East 5th South
Salt Lake City, UT 84102
Carroll, Andrea
California Regional Resource Center
600 South Commonwealth, Suite 1304
Los Angeles, CA 90005
Carroll, Janis M.
Department of Public Instruction
Division for Exceptional Children
Education Building
Raleigh, NC 27603
Carter, C. Douglas
Winston Salem/Forsyth County Schools
Box 2513
Winston Salem, NC 27102
Cashman, William E.
Director, Northeast Regional Resource
Center
168 Bank Street
Hightstown, NJ 08520
Cata, Juanita
Bureau of Indian Affairs
Albuquerque Area Office
P.O. Box 8327
Albuquerque, NM 87108
Cazayoux, Mary Nell
Louisiana Regional Resource Center
USL Box 515
Lafayette, LA 70501
Chavis, Gordon
Wyoming State Training School
Lander, WY 82520
Chenault, Jonas
Office for Civil Rights
111 Spencer
Lansing, MI 48915
Chiesa, Daneta Daniel
Northwest Regional Resource Center
Clinical Services Building
University of Oregon
Eugene, OR 97403
Chrin, Michael
President, National Association of
School Psychologists
311 North DePeyster Street
Kent, OH 44240
Clark, Dorothy
Mississippi Learning Resources Services
Gulfport Center
512 Pass Road
P.O. Box 6641
Gulfport, MS 39501
Cline, Daniel H.
Lake Regional Special Education
Devils Lake Public Schools
Devils Lake, ND 58301
Cobb, Carolyn T.
Department Public Instruction–North
Carolina
Education Building
Raleigh, NC 27611
Connolly, Anne L.
Massachusetts State Department of Education
178 Tremont Street, Room 400
Boston, MA 02111
Cooper, Jo-Cheryl
D.C. Public Schools
Kennedy Street Center
504 Kennedy Street, NW
Washington, DC 20566
Cordova, Larry
Director of Special Education
New Mexico Highlands University
Las Vegas, NM 87001
Corley, Joel G.
Florida Department of Education
Room 319, Knott Building
Tallahassee, FL 32304
Cottrell, Ann
Community Mental Health Services
4313 West Markham Street
Little Rock, AR 72201
Cross, Donald P.
Department of Special Education
University of Kentucky
232 Taylor Education Building
Lexington, KY 40506
Crosson, James E.
Director, Northwest Regional
Resource Building
Clinical Services Building
University of Oregon
Eugene, OR 97403
Cunningham, Joseph
Department of Special Education
George Peabody College
Box 165
Nashville, TN 37203
Curtis, Nannie
D.C. Public Schools
Pennsylvania Branch Center
3242-A Pennsylvania Avenue, SE
Washington, DC 20004
Dalton, Debra
Department of Health, Education, and Welfare
Office for Civil Rights
680 West Peachtree Street
Atlanta, GA 30308
Davis, John E.
Southwestern Ohio Regional Resource Center
3147 Clifton Avenue
Cincinnati, OH 45220

Decker, Katherine N.
Indiana State Department of Public
Instruction
120 West Market Street
10th Floor, Division of Pupil Personnel
Indianapolis, IN 46204
DeMeis, Joseph L.
West Virginia Regional Education
Service Agency
300 McLane Avenue
Morgantown, WV 26505
Dent, Harold
Westside Community Mental Health Center
2201 Sutter Street
San Francisco, CA 94115
DiMeo, Judith
Northeast Regional Resource Center
RI Resource Consultant
Rhode Island College
Providence, RI 02908
Doyle, Cathy
Northeast Area Learning Resource Center
168 Bank Street
Hightstown, NJ 08520
Drain, Theodore
Department of Public Instruction
Division for Exceptional Children
North Carolina Department of Public Instruction
Raleigh, NC 27611
Drane, JoAnne
North Carolina Department of Public Instruction
Division of Development
Raleigh, NC 27611
Duffy, Charles D.
West Virginia Department of Education
Capitol Complex
Building 6, Room B-057
Charleston, WV 25305
Duffey, James B.
Director, National Learning Resource
Center of Pennsylvania
443 South Gulph Road
King of Prussia, PA 19406
Duncan, Robert T.
University of Montana
School of Education
Missoula, MT 59801
Durrell, Barbara
Pleasant View School
Obediah Brown Road
Providence, RI 02909
Dyer, Kathaleen
St. Thomas Regional Resource Center
Virgin Islands
Echohawk, Lucille A.
Utah State Board of Education
250 East 500 South
Salt Lake City, UT 84111
Eikeland, James M.
Department of Education
Student Services Section
Knott Building
Tallahassee, FL 32304
Elder, Mickey
Clovis Schools
8th and Mitchell
Clovis, NM 88101
Ellis, Lynn F.
Idaho State Department of Education
Boise State University
Box 1057
1910 College Building
Boise, ID 83725
Ellis, Phyllis M.
Kansas State Department of Education
120 East 10th Street
Topeka, KS 66612
Ellzey, Mary
Florida Department of Education
319 Knott Building
Tallahassee, FL 32304
Engleman, Vance
Southwest Regional Resource Center
2363 Foothill Drive
Salt Lake City, UT 84109
Ernst, William
Director, Great Lakes Area Regional
Resource Center
232 King Street
Madison, WI 53703
Evans, Paul L.
South Carolina State Department of Education
Rutledge Building
Senate Street
Columbia, SC 29201
Everidge, Tom
Oklahoma State Department of Education
Special Education Section
2500 Lincoln Boulevard
Suite 2-63
Oklahoma City, OK 73105
Fasold, Jesse V.
Associate Superintendent of Special
Education and Special Schools
Oregon State Department of Education
942 Lancaster Drive, NE
Salem, OR 97310
Figueroa, Richard A.
California Regional Resource Center
Department of Education
University of California
Davis, CA 95616
Flamer, George B.
Southeastern Area Services Center
for Special Education
Courthouse Building
Valley City, ND 58072
Flory, Patricia
Educational Resource Center
121 North 5th Street West
c/o School District No. 25
Riverton, WY 82501
Flynn, Patricia B.
Maryland State Department of Special
Education
Friendship International
Towers Building
Baltimore, MD 21202
Fodor, Barry J.
West Virginia RESA VI
Lincoln School
1000 Chapline Street
Wheeling, WV 26003
Foley, Linda Adele
Mideast Regional Resource Center
1901 Pennsylvania Avenue, NW
Suite 505
Washington, DC 20006
Frand, Stanford L.
National Learning Resource Center
of Pennsylvania, Urban Unit
1801 Market Street
Philadelphia, PA 19103
Frank, Lynn
Texas Education Agency
201 East 11th
Austin, TX 78701
French, Jane J.
Division of Special Education
Department of Education
Government of American Samoa
Pago Pago, American Samoa 96799
Friedman, Mike
Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, IA 50311
Frith, Greg
Special Education Department
Jacksonville State University
Jacksonville, AL 36265
Froehlinger, Vira J.
Maryland State Department of Education
P.O. Box 8707
BWI Airport
Baltimore, MD 21240
Frost, Janice E.
Northeast Regional Resource Center
168 Bank Street
Hightstown, NJ 08520
Garabedian, Greg
Education Services Consultant
Stillwater Regional Education
Service Center
215 East 12th Avenue
Stillwater, OK 74074
Gaudet, Renee
Louisiana Regional Resource Center
USL Box 515
Lafayette, LA 70501
Geboe, Charles
Vice President, Sinte Gleska College
Rosebud, SD 57570
Gilham, Elise F.
Atlanta Public Schools
770 Elizabeth Place, SW
Atlanta, GA 30318
Gill, Betty
D.C. Public Schools
Bladensburgh Road Center
1106 Bladensburgh Road, NE
Washington, DC 20004
Givens, Adella W.
Department of Health, Education, and Welfare
Office for Civil Rights
680 West Peachtree Street, NW
Atlanta, GA 30308
Glancy, Barbara
Office for Civil Rights
6916 Ridgewood
Chevy Chase, MD 20015
Glauner, Stephen
Nyssa Public Schools
Nyssa, OR 97913
Glavan, Joseph W.
School District No. 60
210 Fairview
Pueblo, CO 81004
Gobert, Carlene F.
Bureau of Education for Exceptional
Children
West Frankfort Complex
Route 127 South
Frankfort, KY 40601
Gonzalez, Blanca
Department of Education
Hato Rey, PR 00919
Goplerud, Dena
Midwest Regional Resource Center
c/o Drake University
1332 26th Street
Des Moines, IA 50311
Green, Windy
New York Regional Resource Center
144 West 125th
New York, NY 10027
Grimes, Jeffrey P.
Department of Public Instruction
Division of Special Education
Grimes State Office Building
Des Moines, IA 50319
Gurley, Allan W.
Georgia State Department of Education
State Office Building
Atlanta, GA 30334
Gutierrez, Elie S.
State Department of Education
State Education Building
Santa Fe, NM 87501
Haigh, John A.
Mideast Regional Resource Center
14409 Sturtevant Road
Silver Springs, MD 20904
Haley, Keith
Midwest Regional Resource Center
2500 North Lincoln
Oklahoma City, OK 73105
Hall, Robert F.
Bureau of Indian Affairs
P.O. Box 1788
Albuquerque, NM 87103
Hardy, M. Thomasine
State Department of Public Instruction
Room 426
Education Building
Raleigh, NC 27611
Hargan, Linda
State Department of Education - Region VII
13B Village Plaza
Shelbyville, KY 40065
Harris, Joseph D.
New York Regional Resource Center
144 West 125th Street
New York, NY 10027
Harvey, Inez
East Kean School
St. Thomas, VI 00801
Hauseman, Gerry
Williamson County Board of Education
Franklin, TN 37064
Hayott, Martin
New York Regional Resource Center
144 West 125th Street
New York, NY 10027

Heidgerch, Linda T.
North Carolina Department of Human Resources
613 Albemarle Building
Raleigh, NC 27602
Heinz, Meyer
Bureau of Indian Affairs
Box 1788
123 4th Street, SW
Albuquerque, NM 87103
Helvey, Charles
State Department of Education
University of Tennessee
Nashville, TN
Henderson, Van J.
Department of Health, Education, and Welfare
Office for Civil Rights, Region V
300 South Wacker Drive
Chicago, IL 60606
Hickey, William F.
Montana Office of Superintendent of Public Instruction
1300 11th Avenue
Helena, MT 59601
Higbee, Walter
Black Hills State College
Spearfish, SD 57783
Hill, Helen J.
Virginia State Department of Education
Richmond, VA 23216
Hill, Jerry M.
National Indian Training and Research Center
2121 South Mill Avenue
Tempe, AZ 85282
Hinckley, Edward C.
Maine Department of Educational and Cultural Services
State House
Augusta, ME 04333
Hirst, Wilma E.
Laramie County School District No. 1
243 Prairie Avenue
Cheyenne, WY 82001
Hisama, Toshiaki
Southern Illinois University at Carbondale
Department of Special Education
Carbondale, IL 62901
Holleger, Helen M.
Department of Public Instruction
Townsend Building
Dover, DE 19901
Hollinger, Chloe
West Virginia State Department of Education
Capitol Complex B-057
Charleston, WV 25305
Houseman, Ann L.
Department of Public Instruction
Townsend Building
Dover, DE 19901
Howard, Thomas F.
Michigan Department of Education
Box 420
Lansing, MI 48902
Howell, A. J.
Department of Health, Education, and Welfare
Office for Civil Rights
330 Independence Avenue, SW
Washington, DC 20201
Howell, Charles E.
Department of Health, Education, and Welfare
Office for Civil Rights, Office of NEW Programs
330 Independence Avenue, SW
North Building Room 3460
Washington, DC 20201
Howes, Anthony C.
Texas Regional Resource Center
211 East 7th Street
Austin, TX 78701
Huff, Martha L.
Department of Health, Education, and Welfare
Office for Civil Rights
RKO General Building
Government Center
Boston, MA 02114
Hunter, Terrell
Texas Education Agency
201 East 11th Street
Austin, TX 78701
Hurtgen, William F.
Arizona Diagnostic Development Project
1535 West Jefferson Street
Phoenix, AZ 85007
Jackson, Jacquelyn
D.C. Public Schools
Pennsylvania Branch Center
3242-A Pennsylvania Avenue, SE
Washington, DC 20004
Jackson, Robert D.
The University of Massachusetts
Special Education Department
School of Education
Amherst, MA 01002
Jacobs, Beverly
Albany County ERC
309 South 9th Street
Laramie, WY 82070
Johnson, Gwen
Winthrop/UAF Human Development Center
McLaurin Hall
Winthrop College
Rock Hill, SC 29733
Johnson, Henry
State Department of Public Instruction
Gifted/Talented Section
Raleigh, NC 27611
Johnson, Reid
Winthrop/UAF Human Development Center
Psychology Department
Winthrop College
Rock Hill, SC 29733
Johnson, Richard
Shelby County Board of Education
160 South Hollywood Street
Memphis, TN 38112
Jones, George H., Jr.
Department of Health, Education, and Welfare
Office of General Counsel
330 Independence Avenue, SW
Washington, DC 20020
Jones, James C.
Department of Health, Education, and Welfare
Office for Civil Rights
Suite 1963
One World Trade Center
New York, NY 10048
Jones, Velma S.
Maryland State Department of Education
P.O. Box 8717
BWI Airport
Baltimore, MD 21240
Kahdy, George A.
State Department of Public Instruction
Education Building, Room 322
Raleigh, NC 27611
Kakitis, Nick
Westbrook City Schools
Curriculum Center
Westbrook, ME 04092
Karcz, Stan
Illinois State Department of Education
302 State Office Building
Springfield, IL 62706
Kelly, Phyllis M.
Kansas State Department of Education
120 East 10th
Topeka, KS 66612
Kicklighter, Richard H.
Georgia State Department of Education
156 Trinity Avenue
Atlanta, GA 30303
King, Lewis
California Regional Resource Center
700 South Commonwealth, Suite 1304
Los Angeles, CA 90005
King, Rosa Marie
Department of Health, Education, and Welfare
50 7th Street, NE
Atlanta, GA 30323
Kirk, Orville
State Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65121
Kironde, Emily Butler
New York Regional Resource Center
144 West 12th Street
New York, NY 10027
Klig, Sally
New York Regional Resource Center
144 West 12th Street
New York, NY 10027
Koenig, Nilda
Acting Branch Chief
Department of Health, Education, and Welfare
Office for Civil Rights
Suite 1968
One World Trade Center
New York, NY 10048
Kolb, E. L.
Virginia State Department
526 College Avenue
Salem, VA 24153
Kopp, Walter
Director of Special Education
St. Louis Public Schools
1616 South Grand Avenue
St. Louis, MO 63101
Kramer, Terry
State Department of Education
942 Lancaster Drive, NE
Salem, OR 97310
Kranz, Gayle
Ohio State Department of Education
Division of Special Education
933 High Street
Worthington, OH 43085
Kreamer, Larry
Louisiana Regional Resource Center
USL Box 515
Lafayette, LA 70501
Krueger, Marion W.
Durham County Schools
Box 3823
Durham, NC 27702
Kruse, Carole
Bureau of Education for Exceptional Children
West Frankfort Complex
U.S. Route 127 South
Frankfort, KY 40601
Kurczodyna, Paloma
Metlakatla School District
Metlakatla Elementary
Metlakatla, AR 99926
Leitka, Eugene
Indian Education Resource Center
Bureau of Indian Affairs
P.O. Box 1788
Albuquerque, NM 87103
Lenna, Carol B.
Maine Department of Education and Cultural Services and Northeast Regional Resource Center
State House
Augusta, ME 04333
Lennon, Thelma C.
North Carolina Department of Public Instruction
Education Building
Raleigh, NC 27610
Lewis, Jamesetta
Miami Valley Regional Center
Wagner Building, 1150 Beatrice Drive
Dayton, OH 45404
Loop, Leonard
Department of Health, Education, and Welfare
Office for Civil Rights, Region VIII
11037 Federal Office Building
1961 Stout Street
Denver, CO 80202
Lowther, C. Leigh
ASEIMC
Anchorage, AK
Lynch, Al
State Office Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98506
McAuliffe, Cathleen
Dissemination and Assessment Center for Bilingual Education
University of Texas at San Antonio
San Antonio, TX 78255
McCaffrey, Mary
Mideast Regional Resource Center
Suite 505
1901 Pennsylvania Avenue, NW
Washington, DC 20006
McDermott, Paul A.
Division of School Psychology
24 Henzlik Hall
University of Nebraska
Lincoln, NB 68588
McDonagh, Harry
Department of Health, Education, and Welfare
Regional Attorney's Office
Room 323
50 7th Street, NE
Atlanta, GA 30323

McDonald, Louis
Roswell Independent School District
300 North Kentucky
Roswell, NM 88201
McIntyre, Karen E.
California Regional Resource Center
600 South Commonwealth, No. 1304
Los Angeles, CA 90005
McKain, Charles W.
ERC–Wyoming
Region V
BOCES
Kemmerer, WY 83101
McLeod, Jim
Northwest Regional Resource Center
Clinical Service Building
University of Oregon
Eugene, OR 97403
McNulty, Brian A.
Mideast Regional Resource Center
Suite 505
1901 Pennsylvania Avenue, NW
Washington, DC 20006
Mangham, Marvin C., Jr.
Department of Health, Education, and Welfare
Office of General Counsel
50 7th Street, NE
Room 323
Atlanta, GA 30323
Mason, Toni J.
Director of Psychological Services
Curriculum Improvement Center
615 West King Street
Martinsburg, WV 25401
Mazzone, Ernest
Massachusetts Department of Education
54 Rindge Avenue Extension
Cambridge, MA 02140
Mercer, Jane R.
Sociology Department
University of California, Riverside
Riverside, CA 92502
Messinis, Louis V
Strafford Learning Center
314 Main Street
Summersworth, NH
Millard, Wilbur A.
D.C. Public Schools
Department of Pupil Personnel Services
415 12th Street, NW
Washington, DC 20004
Miller, Louise
Bureau of Indian Affairs
2800 Cottage Way
Sacramento, CA 95825
Minisi, Rena
Northeast Regional Resource Center
168 Bank Street
Hightstown, NJ 08520
Monti, Enzo J.
Montgomery County Board of Education
850 Hungerford Drive
Rockville, MD 20850
Morgan, William
D.C. Public Schools
Kalorama Road Center
1719 Kalorama Road, NW
Washington, DC 20009
Morris, Joan
Georgia Department of Education
Special Education Program
State Office Building
Atlanta, GA 30334
Morrow, Henry
Texas Regional Resource Center
211 East 7th Street
Austin, TX 78701
Morton, Arthur
Northwest/Bering Strait ALRC
Box 131
Nome, AK 99762
Moser, Diana Pat
Arizona Task Force on the Bicultural Child
1700 East Don Carlos, No. 1-U
Tempe, AZ 85281
Moser, Jon
Arizona Diagnostic Development Project
Division of Special Education
1535 West Jefferson
Phoenix, AZ 85007
Mowder, Barbara
Indiana State Department of Public Instruction
Division of Pupil Personnel
120 West Market Street, 10th Floor
Indianapolis, IN 46204
Murray, Charles
Northeast Regional Resource Center
168 Bank Street
Hightstown, NJ 08520
Nantkes, Carol
Educational Resource Center
121 North 5th West
School District 25
Riverton, WY 82501
Nash, Herb
Division of Special Education
State Department of Education
Atlanta, GA 30334
Nelson, Joseph D.
Salt Lake City School District
440 East 1st South
Salt Lake City, UT 84111
Nelson, Lynne M.
Seattle School District
520 NE Ravenna Building
Special Education
Seattle, WA 98109
Nesbit, Marion J.
Texas Regional Resource Center
211 East 7th Street
Austin, TX 78701
Noble, Paul
Laramie County School District
253 Prairie Avenue
Chaplin Center
1100 Richardson Court
Cheyenne, WY 82001
Oakland, Thomas
University of Texas
Education Building, Room 252
Educational Psychology Department
Austin, TX 78712
Obie, Ed
ALRC Coordinator
State of Alaska
650 International Airport Road
Anchorage, AK 99504
O'Brien, Virginia (Alyce T. Rawlins)
Capitol Region Education Council
800 Cottage Grove Road, Building 4
Bloomfield, CT 06002
Ohmia, Allan Rice
Department of Health, Education, and Welfare
Regional Attorney's Office
Room 323
50 Seventh Street
Atlanta, GA 30323
Olson, Richard
Mideast Regional Resource Center
1901 Pennsylvania, NW, Suite 505
Washington, DC 20006
Opperman, John
Instruction Resource Center Coordinator
Cuyahoga Special Education Service Center
Technical School No. 160
4600 Detroit
Cleveland, OH 44102
Orlando, Dollie
State Department of Education
114 Cordell Hull
Nashville, TN 37219
Paler, Abraham
University of Guam, Department Chairman
Box EK
Agana, GU 96910
Pannell, Elaine T.
Southeast Learning Resource Center
Auburn University at Montgomery
Montgomery, AL 36109
Parker, William C.
Educational Testing Service
Rosedale Road
Princeton, NJ 08540
Paskewicz, Charles W.
RESA III
200 Elizabeth Street
Charleston, WV 25311
Patterson, Natalie
Fayette County Board of Education
701 East Main Street
Division of Special Support Services
Lexington, KY 40502
Payne, Doris
D.C. Public Schools
Emery Community School
Lincoln Road and South Street, NE
Washington, DC
Peeling, Robert
933 Lombard
St. Paul, MN 55105
Peets, Ruth M.
Portland Oregon Public Schools
220 NE Beech
Portland, OR 97212
Philipp, William H., Jr.
Community Services Division
Catonsville Community College
800 South Rolling Road
Baltimore, MD 21228
Prasse, David
Indiana State Department of Public Instruction
Division of Pupil Personnel Services
120 West Market, 10th Floor
Indianapolis, IN 46204
Rawlins, Alyce T.
Hartford Board of Education
249 High Street
Hartford, CT 06103
Rechany, Iris M.
Puerto Rico Department of Education RRC
Department of Education
Hato Rey, PR 00616
Reed, Helen
St. Croix Regional Resource Center
Virgin Islands
Reed, Joseph C.
Region V, BOCES
Box 112
Kemmerer, WY 83101
Renard, Joe
D.C. Public Schools
Superintendent's Office
Presidential Building
415 12th Street, NW
Washington, DC
Robinson, Bob
Ohio Regional Resource Center
65 Steiner Avenue
Akron, OH 44301
Ross, Eileen
RI–NERRC
Bristol School Department
Andrews School
Hope Street
Bristol, RI 02809
Ross-Thompson, Betty
Great Lakes Regional Resource Center
232 King Street
Madison, WI 53703
Rubino, Thomas J
Branch of Special Education and
Pupil Personnel Services
New Jersey State Department of Education
225 West State Street
Trenton, NJ 08628
Rue, Thomas Allan
Department of Health, Education, and Welfare
Regional Attorney's Office
50 Seventh Street, Room 323
Atlanta, GA 30323
Ruleau, C. Laurine
Bureau of Indian Affairs
Sindow Rock, AZ 86515
Sa'au, Logologo, Jr.
Government of American Samoa
Department of Education
Evaluation and Research Office
Pago Pago, American Samoa 96799
Sandate, Celia F.
Office for Civil Rights
450 Grand Avenue
Kansas City, MO 64106
Sargent, Robert
D.C. Public Schools
Madison Building
10 and G Street, NE
Washington, DC
Sarkis, Barbara
California Regional Resource Center
75 Santa Barbara Road
Pleasant Hill, CA 94523
Saucedo, Maria del Refugio
University of Texas at San Antonio
Dissemination and Assessment Center
for Bilingual Education
San Antonio, TX 78285

Schauss, Sharon
Division of Elementary and Secondary Education
Section for Exceptional Children
Office Building, No. 3
Pierre, SD 57501
Schesky, Cash
Jackson County Immediate School District
2301 East Michigan Avenue
Jackson, MI 49202
Schipper, Bill
NASDSE
610 East NEA Building
1201 16th NW
Washington, DC 20036
Schultz, Mary A.
Northern Area LRC
Box 348
Nenana, AK 99760
Scott, Cornell B.
Alabama State Department of Education
416 State Office Building
Montgomery, AL 36130
Scott, Lorraine
D.C. Public Schools
Kennedy Street Center
504 Kennedy Street, NW
Washington, DC
See, Edward
RESA No. 5
1210 13th Street
Parkersburg, WV 26101
Sekayumptewa, Loren
Hopi Center for Human Services
P.O. Box 98
Second Mesa, AZ 86043
Selva, Charles
New Mexico State Department of Education
Education Building
Santa Fe, NM 87501
Semple, William S.
State Department of Education
Special Education Section
233 South 10th
Lincoln, NB 68508
Shannon, Barbra
Department of Health, Education, and Welfare
Office of General Counsel
Atlanta Regional Office
50 7th Street, NE
Atlanta, GA 30309
Sheusi, Charles V.
Lynchburg Public Schools
9th and Court Street
Lynchburg, VA 24504
Shook, Jack E.
Illinois Office of Education
100 North First Street
Springfield, IL 62777
Shryrock, Cliff
California Regional Resource Center
600 Commonwealth, Suite 1304
Los Angeles, CA 90005
Siantz, James E.
BEH/DPP
3274 Lothario
Fairfax, VA 22030
Siantz, Mary Lou
University Affiliated Program for
Child Development
Georgetown University
3800 Reservoir Road, NW
Washington, DC 20007
Skinner, Kathy
Department of Public Instruction
Division of Special Education
Grimes State Office Building
Des Moines, IA 50319
Smipes, Michael
D.C. Public Schools
Emery Community School
Lincoln Road and S Street, NE
Washington, DC
Smith, Carolyn
Human Development Center
Winthrop College
Rock Hill, SC 29733
Smith, Gary L.
Director, Southwest Special Education
Regional Service Center
915 East California
Las Cruces, NM 88001

Smith, Miriam H.
Portsmouth Public Schools
Department of Special Education and Services
Freedom and Tazwell Streets
Portsmouth, VA 23701
Smitherman, Donald W.
Educational Resource Center
215 East 21st
Torrington, WY 82240
Smitherman, Ruth I.
Educational Resource Center
215 West 21st
Torrington, WY 82240
Snow, Charles R.
Department of Health, Education, and Welfare
330 Independence Avenue, SW
Washington, DC 20201
Snow, Gary D.
Special Education Director
Educational Services District No. 105
103 Courthouse
Yakima, WA 98901
Solomon, Junius
1 Hollis Lane
Willingboro, NJ 08046
Sommerville, Earl
Department of Education School Psychologist
Pupil Personnel Services
Pedro's Plaza, 5th Floor
Federal Programs Office
Agana, GU 96910
Sorhaindo, Alphonso L.
Manhattan Developmental Center
Kenner Unit - MDC
Wards Island
New York, NY 10035
South, Frank
Southwest Regional Resource Center
2363 Foothill Drive
Salt Lake City, UT 84109
Speyrer, Gene
Louisiana Regional Resource Center
USL Box 515
Lafayette, LA 70501
Stamm, John
South Central Learning Resource Center
650 International Apartment Road
Anchorage, AK 99502
Stem, Marilyn
Stanislaus County Department of Education
801 County Center III Court
Modesto, CA 95355
Streick, Julie
St. Croix Regional Resource Center
Virgin Islands
Suire, Harold
Louisiana Regional Resource Center
USL Box 515
Lafayette, LA 70501
Swize, Lydia
Director of Special Education
Brighton Public Schools
Administrative Offices
630 South 8th Avenue
Brighton, CO 80601
Swize, Myron
Colorado Department of Education
Special Educational Unit
State Office Building
201 East Colfax
Denver, CO 80203
Syfrett, Evelyn
Florida Department of Education
319 Knott Building
Tallahassee, FL 32304
Tate, Yvonne
Department of Health, Education, and Welfare
Office for Civil Rights
330 Independence Avenue, SW
Room 1655E
Washington, DC 20019
Teater, Timothy F.
Mississippi Resource Center
Mississippi State University
Drawer NY
Mississippi State, MS 39762
Terry, Angela Owen
Connecticut State Department of Education
Bureau of Pupil Personnel
Special Education Services
Box 2219
Hartford, CT 06120

Tetley, Pamela
State Resource Consultant
Special Education Resource Center
275 Windsor Street
Hartford, CT 06120
Thompson, Delia
Regional Resource Center - New York
144 West 125th Street
New York, NY 10027
Thorpe, Peggy
Northeast Regional Resource Center
168 Bank Street
Hightstown, NJ 08540
Tucker, James A.
Director, Texas Regional Resource Center
211 East 7th
Austin, TX 78701
Vaquera, Roque
Department of Health, Education, and Welfare
Office for Civil Rights
1321 2nd Avenue
M.S. 508
Seattle, WA 98101
Vavra, Lew
Albany County School District No. 1
1948 Grand
Laramie, WY 82070
Vernon, Don M.
Office of the Secretary
Office for Civil Rights
330 Independence Avenue, SW
Washington, DC 20201
Virgin, Helen
Alaska ALRC
Box 35
Dillingham, AK 99576
Vukelich, Ron
University of Delaware
Willard Hall 135
Newark, DE 19711
Wagner, Gerald L.
Indiana Department of Public Instruction
Division of Special Education
120 West Market, 10th Floor
Indianapolis, IN 46204
Wagonseller, Bill R.
University of Nevada
Special Education
Las Vegas, NV 89154
Walker, Jacqueline
Yakima Indian Nation
P.O. Box 509
Toppenish, WA 98948
Wallace, Anne
Arkansas Department of Education
Special Education Section
Arch Ford Building
Capitol Mall
Little Rock, AR 72201
Wallington, Carol
D.C. Public Schools
Madison Building
10 and G Streets, NE
Washington, DC
Webster, Lila
Alabama State Department of Education
435 Bell Street
Room 105
Montgomery, AL 36104
Weissman, Jane S.
Resource Center
84 Hanover Street
Lebanon, NH 03766
Welle, Kangichy
Community College of Micronesia
Kolenia, Penape
Eastern Caroline Islands 96941
Werner, Roland
Director of Special Education
Missouri Department of Elementary
and Secondary Education
P.O. Box 480
Jefferson City, MO 65101
West, Robert C.
Idaho State School and Hospital
Idaho Department of Health and Welfare
P.O. Box 47
Nampa, ID 83651
Whittington, Diane
Louisiana Regional Resource Center
USL Box 515
Lafayette, LA 70501

Williams, Ronald
117 Menaul, NW
Albuquerque, NM 87107
Wiltbank, Lae
Department of Health, Education, and Welfare
Office for Civil Rights
50 Seventh Street, NE
Atlanta, GA 30308
Wolf, Michael H.
Department of Health, Education, and Welfare
Office for Civil Rights
Plaza Nine Building
55 Erieview Plaza
Cleveland, OH 44114
Woodson, Doris
Assistant Superintendent
D.C. Public Schools
Presidential Building
415 12th Street, NW
Washington, DC
Worrell, Phyllis B.
Fanquin County Public School System
10 Hotel Street
Warrenton, VA 22186
Yeargan, Charles
Regional Education Service Agency
306 ½ Neville Street
Beckley, WV 25801
York, Deborah
D.C. Public Schools
45 and Loe Streets, NE
Washington, DC
Young, Robert
City University of New York
535 East 80th Street
New York, NY 10021
Yuasa, James
Department of Education
Special Education Branch
1270 Queen Emma Street
Honolulu, HI 96813

8.

Appendix

EDUCATIONAL DECISION MAKING

A group simulation activity which examines

educational responsibility and placement.

Robert B. MacIntyre
Ontario Institute for Studies in Education

based on a design by:
Nancy Carlson and S. Joseph Levine
Michigan State University

OVERVIEW

Educational Decision Making is a small group activity that asks group members to make decisions regarding possible educational programs for a particular student. During the activity the group members are provided information about the student from different sources. Then, assuming the roles of the persons who have contributed the information, the members of the group examine the issues of a) responsibility for the student, and b) placement of the student.

Through the group activity, the participants will:

- be exposed to a variety of viewpoints from professional fields related to education.
- be encouraged to look for alternative information sources prior to making decisions.
- be aware of the necessity of responsible decision making in educational placement.

NOTES TO SIMULATION LEADERS

This activity, as designed, calls for participants to place themselves in specific roles defined by the various reports and information sources. The roles have been chosen to highlight some of the complexities of this process and do not reflect the ideal for the professions involved. The process, as illustrated in this simulation is also not an ideal one, since the intent is to involve the group in attempts to better the process of educational decision making.

TIME NEEDED

- 10 minutes, individual task on Worksheet
  40 minutes, small group task, group Worksheet
  20 minutes, large group discussion on decision
  15 minutes, small group discussion on process
  15 minutes, large group discussion on process

Total time- 1 hour 40 minutes

MATERIALS NEEDED

One for each person

- Instruction Sheet and Worksheet

One for each group

- Memo - to be read to the whole group
- Information Sources - to be read to whole group
- Individual roles (reports) - each to be given to one group member

Regular classroom teacher
School Principal
Specialist (Remedial) Teacher
School Psychologist
School Social Worker
Parents
Special Education Director

- Group Worksheet
- Feedback Sheet

Wrap-up - Comprehensive individual assessment

One for each person

- Assessment Model from CORRC Resource Manual

One for each group

- Feedback sheet

PROCEDURES

Announce to the group that they will be involved in a simulation of a series of committee meetings at Bicentennial Elementary School around the educational problems of a fictional student.

Have your group break up into groups of seven. It is usually a good idea to ask people to work with individuals with whom they do not usually have much contact. If the numbers do not work out evenly, one or two individuals may be asked to be process observers or two persons may be assigned to the same role in the process.

Once the groups have been formed, distribute enough copies of Instruction Sheet and Worksheet for each participant. Give one member of each seven person group a copy of Memo and Information Sources to be read to the whole small group. Allow each member of the small group to select one individual role and the report which goes with that role. Ask them to study the information and take notes on Worksheet in preparation for the upcoming case conference.

After allowing 10 minutes for each person to study their roles, ask each small group to discuss the case for approximately 40 minutes and to fill in Group Worksheet based on their discussion.

At the end of this time have all participants return to the large group to share their decisions and concerns. In facilitating this discussion, the emphasis is on bringing critical issues to the surface. These may have emerged as part of the role playing or may be expressed as objections to the roles or limitations of the simulation. ("We don't do it that way in my school." "No teacher would be that insensitive." etc.) In response to these sorts of statements avoid excessive sharing of the particular problems of specific district. Avoid premature closure and solution giving. At this stage we are attempting to explore the extent and complexity of the problem.

Following this, the groups are given the feedback sheet and the Comprehensive Assessment Model as a basis for their final discussion.

The large group should then be brought back together to discuss the entire exercise and to begin identifying the important components of an individual assessment for their local situation which might avoid the real or potential opportunities for bias in special education placement.

Depending on the intent of the simulation leaders, other emphases may be made in the last large group discussion.

INSTRUCTION SHEET A

You are a member of a Special Education Placement and Planning Committee called together to discuss a specific problem. Typically, Special Education Placement and Planning Committees make at least three different types of educational decisions:

those that relate to educational responsibility
those that relate to educational placement
those that relate to educational programming

As a participant on the planning committee, you will be involved in the first two of these decisions involving a young lady named Lurdes S.

For each of the two decisions, your group will follow the following procedures:

1. Read the MEMO which outlines the decision that your committee must make.
2. Select one of the four roles for yourself and read the report carefully.
3. Complete the Worksheet on the following page.
4. Discuss the case with the other group members and complete the Group Worksheet.
5. Receive feedback on your decision.
6. Large group discussion.

MEMO

November 18, 1975

To: Special Education Placement and Planning Committee,
Bicentennial Elementary School

Student: LURDES S.

The above named student has been referred to the Committee for a decision and recommendations regarding educational responsibility.

Lurdes has been doing poorly since she entered school three years ago. Her kindergarten teacher referred her for assessment at that time and various remedial programs have been tried in first and second grades. At this point she still has not made satisfactory progress in academic skill development.

Your committee has been asked to determine if the responsibility for educating Lurdes should remain with her home school or whether it should be transferred to the special education division.

The following major programs are available at present:

1. An EMR class, consisting of 13 children ages 8-10 in Lurdes home school.
2. A learning disability class of nine children ages 7-9 without second language background. Would require transportation to class.
3. Resource room program in another school since this is unavailable at her home school.
4. Consultant help for her present classroom.

INFORMATION SOURCES A

The following six information sources are available to your group:

1. Classroom teacher's observations this year. This teacher has collected a series of observational reports and some group test data.
2. Principal's report. The principal has reviewed Lurdes' school records for the last two years.
3. Specialist teacher's report. This report was made three years ago as part of an early identification of educational problems project.
4. Follow-up evaluation, grade one, of psychoeducational progress.
5. Social worker's report. This is based on recent home visit.
6. Parent's opinion sheet.

Sequence of Activities

First, have each member of your committee choose an individual role and read the information source for that role. After reading this information, complete Worksheet A. You will have 10 minutes for this

Role	Information Source
Classroom Teacher	Teacher's summary of observations
Parents	Parents' opinion
School Principal	Principal's Report
School Social Worker	Social Worker's Report
Specialist Teacher	Specialist Teacher's Report
School Psychologist	Psychological Report
Special Education Director	None-Chairs Meeting

INFORMATION SOURCES A (cont'd)

Second, discuss as a group the recommendation that your group will make to the school (see memo). Each member of your group should play the role of the person represented by their selected information source.

Finally, as a group complete Group Worksheet. You will have 40 minutes for your group tasks.

Following the completion of Group Worksheet there will be a team discussion.

INSTRUCTION SHEET

You are a member of a Special Education Placement and Planning Committee called together to discuss a specific problem. Typically, Special Education Placement and Planning Committees make at least three different types of educational decisions:

those that relate to educational responsibility
those that relate to educational placement
those that relate to educational programming

As a participant on the planning committee, you will be involved in the first two of these decision involving a young lady named Lurdes, S.

For each of the two decisions, your group will follow the following procedures:

1. Read the MEMO which outlines the decision that your committee must make.
2. Select one of the six roles for yourself and read the report carefully.
3. Complete the Worksheet on the following page.
4. Discuss the case with the other group members and complete the Group Worksheet.
5. Receive feedback on your decision.
6. Large group discussion.

SCHOOL SOCIAL WORKER'S REPORT

Mrs. S. was visited and the interview was conducted with the help of a Portuguese speaking aide. Mrs. S. appeared to understand all of the questions in English quite well but welcomed the chance to give the majority of her answers in her primary language. Both she and her husband are bringing up their five children in a pattern reflecting their European tradition. The girls are expected to come home directly from school and to help in the housework. Lurdes and her sister Margaret are reported to be quite competent in routine household tasks at this time. Despite the one year difference in their ages, their mother seems to treat them about equally regarding household responsibilities. This is possibly due to the fact that the next girl in the family is only four years old.

In the five years that the S. family has been in this country, they have managed to do fairly well economically. Mr. S. brings in additional money by doing home repair and remodeling work for a cousin in a small business operation. The family is feeling some financial stress at present since last year's downturn in the economy cost Mr. S. his job and the family was on unemployment insurance for several months. In spite of this, Mrs. S. does not think she would be able to take a job outside the home.

Both Mrs. S. and her husband use Portuguese primarily in talking with their children, partially out of comfort and partially from a desire to preserve this aspect of their culture also. Both Lurdes and her sister continue to attend Portuquese school, as does the cousin with whom they live.

It is my impression that the rate of school progress being made by Lurdes is adequate and what is to be expected from someone with her bilingual background. The biasing effect of most school tests is well known. The picture of Lurdes at home is in sharp variance with that reported by the

SCHOOL SOCIAL WORKER'S REPORT (cont'd)

school. At home, she is capable, happy, talkative with her peers, and respectful with her parents. None in the family considers her of less than normal intelligence nor do they seem to be too concerned by her early pattern of low grades.

TEACHER'S SUMMARY OF OBSERVATIONS

Pupil: Lurdes S	Date: October 10, 1975
Grade: Third	Teacher: Sally T.

Although Lurdes is one of the larger girls in my class, she shows marked immaturity in the classroom. When called upon to speak, she does so in a very soft voice and has to be asked to repeat on occasion. She has only one friend in the school, another Portuguese girl, with whom she spends all available recess time. Although she needs to increase her English vocabulary, she consistently uses Portuguese with her friend, a habit which some of the other children resent. Lurdes takes no part in the lunch time or after school activities and holds back on games or other involvement with students during school.

Achievement testing done in the first weeks of this term reveals that Lurdes is over two years behind in her reading and arithmetic fundamentals. None of the other children in the class are working at this level. Although she works well with individual help she is slow to perform and hesitant to give answers unless she is very sure of them. In spite of some individual tutoring, she shows difficulties in retaining what she has learned. Recently, she has begun to refuse to attempt new work saying, "I can't do that." Twice in the last three weeks she has begun crying while doing individual work, which distresses the other students.

The class and I have tried to individualize the grade three program for Lurdes by using a buddy system with flashcards and work sheets. Although she cooperates with these procedures, her interactions and answers are usually brief, frequently sentence fragments or one work responses. Her pronunciation of English is acceptable but her limited vocabulary and inhibited responses make her difficult to work with.

TEACHER'S SUMMARY OF OBSERVATIONS (cont'd)

In summary, I see this child as needing more individual assistance than I can provide. The fact that her school problems materialized early and have shown no significant improvement suggests to me that she may have low intellectual ability in addition to a language handicap.

PRINCIPAL'S REPORT

November 4, 1975

The present request for evaluation was initiated by Mrs. T., Lurdes' third grade teacher. This pupil first came to our school three years ago in Kindergarten, at which time she was identified as a child in need of individualized learning experiences through our early screening program. She was given special readiness and other activities at that time and received some extra help in grades one and two. We have tried to deal with Lurdes' progressive academic retardation with minimum disruption of her regular schooling but are finding this difficult as the requirements of the work become more demanding.

In an interview with Mrs. S., Lurdes' mother, I explained the school's perception of the problem and emphasized the need for further testing in order to give us the information needed to plan a program for the girl. Mrs. S. agreed to psychological testing because, as she said, Lurdes doesn't seem to like school very much at the present and both parents feel that it is important that she do well. Although the mother was quite cooperative, she could not give us any relevant information regarding her daughter's school problems. Her mother sees her as a normal, quiet, "good" girl who rarely talks about school.

The school nurse reports that the regular hearing and vision screening has been done with this pupil and that no impairment was found. From the medical history we have, there seems to be no relevant medical problem. The nurse has questioned the adequacy of this history since she wasn't sure that Mrs. S. was able to adequately understand the questions on the medical history form.

In observing the girl in class, I noticed that her isolation from the other students was marked and that she seemed to lack any joyfulness in her classroom activities, apparently dreading each new task.

PRINCIPAL'S REPORT (cont'd)

I am recommending evaluation for special education since this girl is falling progressively further behind and is beginning to show sign of distress and unhappiness in the regular classroom.

Robert Q.

Principal

SPECIALIST TEACHER'S REPORT

Name: Lurdes S. Birthdate: August 11, 1967

Program review

Pat educational testing:
ITPA - April, 1974
ITPA - January, 1973

Past remedial programming:
Distar Language - Kindergarten
occasional tutoring - Grades 1, 2

Lurdes was first identified as a possible school learning problem in Kindergarten during our special project on early identification. Since all pupils were screened in this project, Lurdes' performance on the ITPA was available to us. Results at that time were:

> "Lurdes' performance on a test of psycholinguistic abilities indicates that, at 5 years, 6 months, she has a language ability close to that of a 4 year old child. Although none of the subtests on the ITPA are average, her performance indicates that her strong areas are visual association, manual expression, and visual sequential memory. Her weaker areas are auditory association, grammatic closure, and verbal expression. Her pattern of scores reflects her general English language deficiency and low level of abstraction. Her remedial program should focus on the development of basic language concepts in order to enable her to identify and code observations as well as facilitate a higher level of abstraction. The Distar Language 1 Program could be chosen as a base for her program because it requires active participation and is designed to accommodate second language children."

Lurdes was given individual work, using Distar 1 and other materials during the second half of Kindergarten and for most of grade one, until the special funding which made this project possible ran out. Tutoring was done under my supervision by a college student teacher's aide. Following this, the evaluation said:

> "Two changes in test behavior are noteworthy. Verbal directions were much less troublesome for Lurdes and she volunteered some spontaneous comments during the testing sessions. She did answer some questions verbally in contrast to her smiling and head shaking during the initial evaluation, but her answers were never elaborated. The overall pattern of subtest scores reflected more strongly her general English language problems than was apparent before. Her stronger areas are visual reception, visual association, manual expression, and visual closure. Her weak areas, in which she showed little improvement, include auditory reception, auditory association, verbal expression, auditory sequential memory, and grammatic closure."

SPECIALIST TEACHER'S REPORT (cont'd)

No testing or further remedial programming has been done this year, pending the results of the present conference. This student obviously needs help and she does not fit into the remedial groups which we have in this school.

PSYCHOLOGIST'S REPORT

Name: Lurdes S. Date: October 25, 26, 27, 1974

Birthdate: August 11, 1967 Age: Seven years, two months

Tests Administered: WISC-R, PPVT (translated into Portuguese)

Previous test results: WPPSI Performance IQ 68 (January 1973)

Presenting problems: Poor school work, possible low English language ability, possible low verbal intelligence, possible personality problem associated with school failure.

Relevant background information: Lurdes is the second child in the family with one older sister in fourth grade and a younger brother in grade one and a three year old sister. Lurdes' family came to this country from Portugal when she was three.

Physical description: Lurdes is a healthy looking child with short brown hair, hazel eyes and a clear complexion. Physically, she appears somewhat larger (height and weight) than her classmates. She is always well dressed and generally neat in appearance.

General approach and test behavior: Although Lurdes was pleasant and cooperative during the three testing essions, she showed an initial hesitation to enter the situation. She was attentive and not easily distracted by other play materials in the room but was also reluctant to work with the test materials. By the end of the third session, Lurdes indicated a desire to continue interaction in the one-to-one situation rather than return to the classroom.

Test results and interpretations: Since Lurdes seemed to have had difficulty with verbal directions in previous testing and since she seemed to be limited in her verbal responsiveness, the Peabody Picture Vocabulary Test was administered with the stimulus words provided by a tape recording in Portuguese. For the same reasons, only the performance scales of the WISC-R were used.

On both tests, Lurdes obtained scores in the upper end of the educable mentally retarded range with the WISC-R score slightly higher than the PPVT. On the PPVT she refused to guess as the words became more difficult and her error pattern was one of few errors and many refusals. On the performance sub-tests, she worked slowly on all problems even when urged to work quickly.

Summary: This seven year old, pleasant girl from a Portuguese family tests in the upper end of the educable mentally retarded range. Her test performance is impaired by her slowness and unwillingness to guess. She shows some anxiety and hesitation in performing tests and school related tasks. School programming should emphasize small learning steps and success oriented tasks. She should be further evaluated for special class placement.

PARENTS' REPORT

(In the committee session to which you have been invited, you will be asked to discuss your second daughter, Lurdes, and consider the possibility of transferring her to another program in another school. Since you are reasonably happy with the progress she is making and particularly like the fact that the school is close enough for Lurdes to come home for lunch, you are not anxious for a change. On the other hand, you have great respect for the importance of education in allowing your children to adjust to and do well in this country. You both are taking night courses in literacy in English, although you find the progress slow. You consider your daughter about average in ability and are very proud of her quiet obedience and cheerfulness).

WORKSHEET

As you read your information sheet on Lurdes, use this form to make notes and comments to help you remember important aspects for your committee meeting.

Observations from Report	Possible Conclusions Drawn from Observations

Other information that you feel is important:

What information do you believe is lacking and must be provided before an appropriate decision can be made:

GROUP WORKSHEET

Supportive Statements

Use this form to record statements (evidences, reasons, etc.) that support each course of action.

REASONS TO SUPPORT PLACING LURDES IN THE EMR CLASS IN HER SCHOOL.

REASONS TO SUPPORT PLACING LURDES IN THE LEARNING DISABILITY CLASS.

REASONS TO TRANSFER HER TO A SCHOOL WHICH HAS A RESOURCE TEACHER.

REASONS TO KEEP HER IN HER PRESENT SCHOOL AND CLASS.

WHAT OTHER INFORMATION, FROM WHAT SOURCES, WOULD HAVE HELPED YOUR COMMITTEE IN MAKING YOUR DECISION?

What decision has your committee made?

_____ EMR Class in home school

_____ LD Class in another school

_____ School with resource teacher

_____ Present school and class

_____ Further evaluation

What additional recommendations does your committee feel would assist in fulfilling this decision?

FEEDBACK SHEET

Notes to participants:

In this exercise you were asked to make a decision in a case where none of the options were optimal, just as we sometimes must do in real life. The emphasis is not on the decisions made but rather the process by which they were done. Look at the Comprehensive Individual Assessment Model accompanying this exercise: How many of the steps did your group go through?

Which ones were omitted?

Were you able to add necessary steps?

To what extent was the issue of parental involvement raised?

What was the role of professional opinion?

Was the issue of academic standards raised?

How about the issues of due process? child rights?

You may wish to discuss some of these issues, or others, in the time remaining for your small group or in the subsequent wrap-up session.

with bias toward none

NAME ____________________

POSITION ____________________

STATE ____________________

TASK SHEET ONE

Competencies and Resource Priorities

1. The following are components of an assessment model. Please rate them according to your competency in using them. In the space provided, list a specific instrument or technique for each source of which you're aware (e.g., WISC-R might be listed as an example of Intellectual Assessment Data). Finally, please check each source about which you need to know more.

SOURCES	COMPETENCY				Specific Instrument or Technique	Need to know more
	Heard of it	Used it	Use it frequently	Can teach others		
Observational Data						
Other Data (School Records)						
Language Assessment Data						
Educational Assessment Data						
Sensory-motor Data						
Psycholinguistic Data						
Adaptive Behavior Data						
Medical/ Developmental Data						
Personality Assessment Data (incl. self-report)						
Intellectual Assessment Data						
Other Data (Please specify)						

NAME ______________________________

2. Please rate the following sources of assessment information according to their importance in an assessment model (check only appropriate column).

SOURCES	IMPORTANCE TO ASSESSMENT			
	Almost never should be used	Should be used at times	Should usually be used	Almost always should be used
Observational Data				
Other Data (School Records)				
Language Assessment Data				
Educational Assessment Data				
Sensory-motor Data				
Psycholinguistic Data				
Adaptive Behavior Data				
Medical/ Developmental Data				
Personal Assessment Data (incl. self-report)				
Intellectual Assessment Data				
Other (Please specify)				

NAME ______________________________

3. Please (1) rate your familiarity of assessment procedures with the following groups. No attempt has been made to keep the groups mutually exclusive. Also, please check (2) each group about which you need to know more and (3) each group that is a significant concern in your region.

	(1)				(2)	(3)
	Not very familiar	Somewhat familiar	Very familiar	Familiar* enough to be a resource to others	Need to know more	Significant group in my region
Asian American						
Cajun						
Other French Speaking						
Chicano						
Cuban						
Eskimo						
Hawaiian						
Low Social-Economic Status						
Micronesian						
Native American						
Puerto Rican						
Other Spanish speaking						
Recent Immigrants-Europe						
Rural Black						
Rural poor (e.g., Appalachian)						
Urban Black						
Urban Poor						
Vietnamese						
West Indian						
Others - specify						

*List other possible resource persons of whom you may be aware

____

____

NAME ______________________

POSITION ______________________

STATE ______________________

TASK SHEET TWO

"Information Needs"

On the basis of what I've heard and learned so far in reviewing the State of the Art Manual, and the simulation activity, I feel that I will need additional information in the following areas in order to plan non-discriminatory assessment in my region. Please check, in column one, information needs which might be met back home in the next few months. Check in column two those needs you hope to have addressed at the clinic sessions tomorrow or in other ways at this conference. In making assignments to clinics we will attempt to keep the number at each reasonably balanced. As a team, you may wish to distribute yourselves over several clinic topics. It is not possible to address all topics at this conference; however, we will try to assign you to clinics which you have indicated as a need "Right Now."

Back Home	Right Now	
☐	☐	Legal interpretations, implications
☐	☐	Test interpretations
☐	☐	Understanding minority concerns Specify: ______________________
☐	☐	Dealing with public reaction
☐	☐	Activities of Office of Civil Rights
☐	☐	Issues related to Chicano Children
☐	☐	Issues related to Black Children
☐	☐	Issues related to Native American Children
☐	☐	Issues related to Asian American Children
☐	☐	Pluralistic Assessment
☐	☐	Use of RRCs
☐	☐	Response to Federal Legislative - P.L. 93-380
☐	☐	Conference Planning
☐	☐	State Plan Requirements
☐	☐	Criterion Referenced Assessment
☐	☐	Information Systems and Resources
☐	☐	Other ______________________

with bias toward none

NAME ____________________

POSITION ____________________

STATE ____________________

TASK SHEET THREE

Tentative Assessment Plan

What is the major problem focus for this plan?

Who are the children most at risk of biased assessment in your state?

What procedures are you proposing which are most likely to avoid that bias?

What problems do you see in implementing these procedures?

What sequence of steps in implementation might avoid or neutralize those problems?

with **bias** toward **none**

NAME ____________________

POSITION ____________________

STATE ____________________

TASK SHEET FOUR

Training Implementation Plan

Part I

What are the major training needs in my state?

What local or regional resources are available?

What activities are most likely to address these needs?

Evaluation:

STATE ____________________

TASK SHEET FOUR (Part 2)

Activity No. ___:

Population of Concern:

Specific Objectives:

Level of awareness or skill:

Evaluation:

STATE ______________________________

TASK SHEET FOUR (Part 3)

Considering the months ahead, indicate when your major implementation activities will be initiated and completed. Estimate the number of people directly involved.

Activity	No. of People	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec

with bias toward none

Activity Planning Resource Sheet
(Use with Task Sheet Four)

Some possible long range goals:

New legislation in areas of assessment of handicapped children

Changes in State Education Codes affecting this area

Increased skill in bias free assessment by presently employed personnel

Modified referral and placement procedures in local school districts

Better identification of learning problems by teachers

Changes in local school board policy or procedures

Some examples of populations of immediate concern; people who can accomplish the goals listed above:

Legislative analysts, legislators, politically active parents, citizens

State Department of Education Personnel

School psychologists, psychometricians, guidance counselors

Special education administrators, social workers, placement teams

College professors in educational psychology, special education

Currently employed special education teachers

Local School Board members

Some levels of competence which might be achieved by an activity:

Information level 1 - awareness of problem, some understanding of it

Information level 2 - exposure to procedures for bias free assessment

Problem solving - development of procedures applicable to local scene

Action level - commitment to course of action for improvement

Skill training - development of a specific set of assessment skills

(Note: A particular competence might function on more than one level)

Some specific objectives:

See those listed for this conference. What levels do they reflect?

Activity Planning Resource Sheet
(Use with Task Sheet Four)

Some local and/or available sources: (possibly)

Continued contact with CORRC/RRC

Specific people you may have met here

(You will need to identify these people in conjunction with the rest of your team members. It's hard for a national group to be fully aware of local resources.)

Some Evaluation Procedures:

Pre-test of Participants

Participant ranking of training activities

Outside evaluation of products of training

Follow-up data on implementation of procedures

Participant-observer reports on activities during and after the conference

Major events demonstrating change, e.g., new Education Codes

(You might find some suggestions in the evaluation plan for this conference.)

with bias toward none

STATE ____________________

TASK SHEET FIVE

Critical Path Network and Time Lines for Workshop Implementation

Using the critical activities checked on the Workshop Planning Resource Sheet, design a critical path network and time line on this sheet. Choose a specific target date.

Things to remember:

1. Already existing pattern of holidays, conferences, etc.
2. Workload of responsible individuals - Can they do the activity?
3. Delay times for obtaining approval, funding, printing, mailing, etc.
4. If something can go wrong, it will (Murphy's law).
5. Everything takes longer than expected.

-15 -14 -13 -12 -11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1

Weeks before anticipated conference

0 +2 +4 +6 +8 +10

Weeks after

with bias toward none

Workshop Planning-Resource Sheet
Use with Task Sheet Five

The specific activities listed below are some of those which might be required for the successful operation of a workshop similar to this one. You may think of other critical activities or you may find some of these unnecessary in your situation. Check the ones you feel are critical. Now go back and indicate who is going to do it.

Authorization (1.0)		Activity	Responsibility
_____	1.1	Define sponsoring agency	__________
_____	1.2	Secure approval or authorization	__________
_____	1.3	Obtain approval for funding	__________
_____	1.4		__________
_____	1.5		__________
Notification (2.0)			
_____	2.1	Announce availability of conference	__________
_____	2.2	Solicit names of possible participants	__________
_____	2.3	Contact participants directly, if possible	__________
_____	2.4	Obtain pre-registration, if possible	__________
_____	2.5	Mail out pre-conference materials	__________
_____	2.6		__________
_____	2.7		__________
Facilities (3.0)			
_____	3.1	Investigate possible locations	__________
_____	3.2	Confirm location	__________
_____	3.3	Specify exact space needs	__________
_____	3.4	Establish conference dates	__________
_____	3.5	Confirm location and space availability	__________
_____	3.6	Define media and support needs	__________
_____	3.7	Confirm media availability	__________
_____	3.8		__________
_____	3.9		__________
Resources (4.0)			
_____	4.1	Define roles of resource persons	__________
_____	4.2	Contact potential resource persons	__________
_____	4.3	Identify pool of group facilitators	__________
_____	4.4	Contact facilitators	__________
_____	4.5	Confirm resource persons and facilitators	__________
_____	4.6	Send conference materials to facilitators, resource persons	__________
_____	4.7		__________
_____	4.8		__________

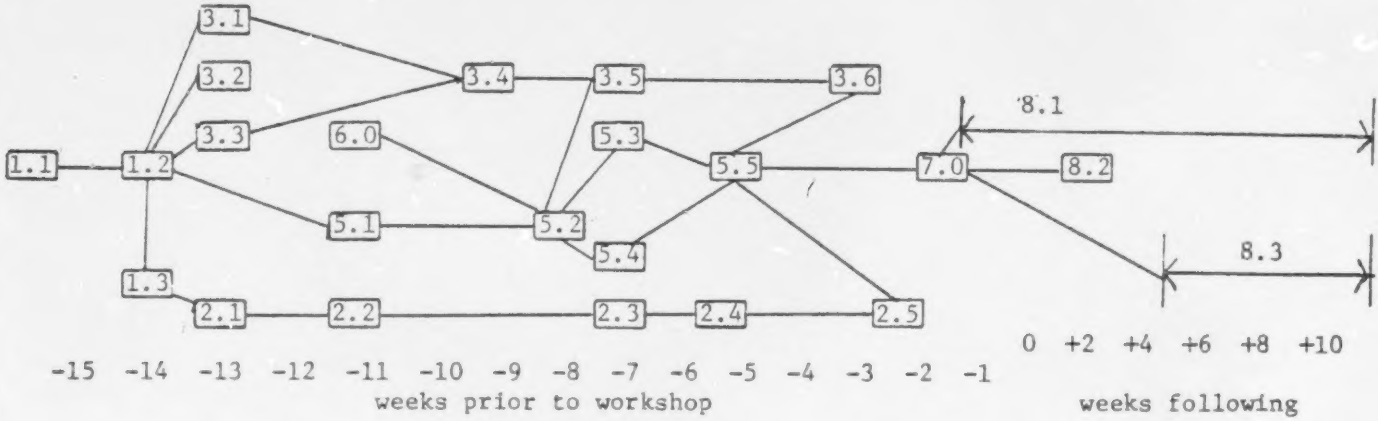
Workshop Planning-Resource Sheet
(Use with Task Sheet Five)

Materials (5.0)		Activity	Responsibility
____	5.1	Obtaining existing media and print resource materials	____________
____	5.2	Identify additional resource materials needs	____________
____	5.3	Design and print conference program	____________
____	5.4	Design and print conference task sheets, evaluation probes, etc.	____________
____	5.5	Distribute print materials	____________
____	5.6		____________
____	5.7		____________
Evaluation (6.0)			
____	6.1	Develop or adapt initial needs/resources inventory	____________
____	6.2	Develop or adapt participant task sheets	____________
____	6.3	Develop procedures for process evaluation of conference	____________
____	6.4	Develop final conference evaluation procedure	____________
____	6.5	Develop follow up evaluation of conference effectiveness	____________
____	6.6		____________
____	6.7		____________

Management (7.0)		Activity	Responsibility
______	7.1	Set up and run registration	______
______	7.2	Confirm all space arrangements (again)	______
______	7.3	Confirm all refereshment and food arrangements	______
______	7.4	Distribute conference resource materials	______
______	7.5	Collect pre-conference needs/resources probe	______
______	7.6	Brief conference staff and facilitators	______
______	7.7	Conduct sessions (on time)	______
______	7.8	Monitor process evaluation information	______
______	7.9	Modify procedures as necessary	______
______	7.10	Collect post conference evaluations	______
______	7.11	Hold post conference evaluation session with staff, facilitators	______
______	7.12		______
______	7.13		______

Follow up (8.0)			
______	8.1	Maintain consultant contact	
______	8.2	Perform post-conference mail follow-up	______
______	8.3	Document evidence of accomplishment of goal	______
______	8.4	Document replication of conference by others	______
______	8.5		______
______	8.6		______

These activities may be placed on a time line in order to give you some idea of what depends on what and when each activity must be done. The following example is not ideal.


3.1
3.2
3.3
3.4
3.5
3.6
6.0
5.3
5.5
7.0
8.1
8.2
1.1
1.2
5.1
5.2
5.4
8.3
1.3
2.1
2.2
2.3
2.4
2.5
0 +2 +4 +6 +8 +10
-15 -14 -13 -12 -11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1
weeks prior to workshop
weeks following

with **bias** toward **none**

TASK SHEET SIX
CONFERENCE EVALUATION

Please indicate how you feel about the following aspects of this conference by placing an X in the appropriate column. Also, please indicate those components you would retain in the regional conferences which you will be conducting.

		I'm not aware enough to evaluate this	I could have done without it	It was Okay	I felt it had some value	I liked it quite a bit	I was extremely satisfied	I would retain this component as part of a regional workshop
Pre	Pre-conference mailing							
	Competency/Resource Probe Sheet (TS #1)							
Sun	Registration							
	Filmstrip Presentation							
	Sharyn Martin address							
	William Parker address							
Mon	Jane Mercer address							
	Harold Dent address							
	Simulation activity							
	Information Needs Sheet (TS #2)							
Tues	Clinic sessions (list presentor):							
	1.							
	2.							
	Team work on tentative state assessment plan							
	Tentative assessment plan sheet (TS #3)							
Wed	Regional Sharing of Assessment Plans							
	Individual State Team Planning							
	Training Implementation Plan Sheet (TS #4)							
	Resource sheets for TS #4 (TS #4 & Resources)							
	Bob McIntyre address							
	Critical Path & Timeline Sheet (TS #5)							
	Resource sheets for TS #5 (TS #5 & Resources)							
Gen.	Assessment Model your group developed (TS #3)							
	Training Plan your group developed (TS #4)							
	Conference Management							
	Team facilitators							
	Team sessions (in general)							
	Social hours							
	Coffee breaks							
	Conference Evaluation Sheet (TS #6)							